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ABSTRACT

The California State Department of Education and 33 California school districts contributed articles to this compendium focusing on the assessment of educational needs. It is noted that a crucial stage in the development of effective programs for pupils, as well as for requesting State and Federal funds, is the assessment of educational needs. A seven step process of needs assessment is advocated by the California State Department of Education, including: (1) identification of the disadvantaged pupils; (2) collection of all relevant data concerning these pupils, their family background, and their communities; (3) comprehensive diagnosis of pupil deficiencies; (4) analysis and classification of the most common needs; (5) deciding on action priorities; (6) identification of resources available within the school and community for supporting the planned program; and (7) locating the program in time and space, as well as establishing its legal limits. Two articles are contributed by school districts administering cooperative programs: "Needs-Assessment Procedures for a Cooperative Program" (Eureka City Elementary and High School Districts and Cutten Elementary School District) and "Techniques for a Needs Analysis in a Cooperative Project" (Sylvan Union, Stanislaus Union, and Salida Union Elementary School Districts). (JM)

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Focus on Promising Practices of Needs Assessment

Compiled by

Bureau of Program Development
Compensatory Education Support Unit
California State Department of Education

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Foreword

Effective educational programs do not just happen. Rather, they result from a great amount of concentrated effort that involves investigation, study, data gathering, data analysis, planning, and evaluation. Fundamental to the whole process of building quality educational programs is the assessment of various needs—of communities; of school districts; of individual schools; of parents; and, most importantly, of pupils.

In our dedicated efforts to build quality educational programs, the assessment of needs is a continuing, unending process. Information must be consistently collected, systematically analyzed and evaluated, and then applied in the building of quality instructional programs and in the implementation of these programs.

These quality educational programs must be flexible. They must offer alternative solutions to specific educational problems, and they must offer individualized instruction that will permit each pupil to progress at his own rate and to the extent of his own abilities.

This publication, *Focus on Promising Practices of Needs Assessment,* presents many different practices and approaches to the problem of needs assessment. Some of these approaches deal with the assessment of school district needs. Others deal with the assessment of needs of pupils who are on various levels of development and who vary considerably in their abilities.

I believe that this publication will be of great value to administrators, teachers, and others who are dedicated to the education of our children.

Superintendent of Public Instruction

Preface

A comprehensive needs assessment is an essential element in the process of developing an effective program for pupils and for the preparation of the consolidated application for various state and federal funds.

The coordinated application procedures have provided an opportunity for schools and districts to plan a program to meet the identified needs of their own pupils and to utilize the resources from various funding sources to implement the coordinated program.

As local schools and districts began to assess the strengths and needs of their pupils, parents, staff members, districts, and the larger community, various systems were developed to collect and analyze data. Parents, teachers, and administrators were able to take a closer look at the pupils and at themselves. Many different approaches to the assessment of needs were developed. Some districts were able to complete a very thorough and comprehensive needs assessment within the time constraints, whereas other districts felt that they were merely able to start in the direction of a comprehensive assessment.

This publication presents promising practices and approaches to the assessment of needs by school districts of various sizes and populations. In each article procedures are described for analyzing one or more program elements. Each article is as unique as the approach used by the individual district. No one process is best to assess the needs for all pupils, for all components, or for all school districts. However, districts consistently indicate that the information available or collected must be systematically analyzed and that the assessment of needs must be a continuing process in order for it to be useful in designing and implementing quality instructional programs.

We express our appreciation to all districts and individuals who contributed articles and to Jane Vinson, Consultant, Bureau of Program Development, Compensatory Education Support Unit, who coordinated this publication. It was not possible for us to include samples of instruments, forms, and questionnaires used by all districts. Many districts have offered to share this information, and we encourage you to contact the project directors for further details.

We sincerely hope that the information provided will be of value to you as you continue to assess needs and implement programs to meet those needs.

MANUEL V. CEJA
Acting Manager,
Compensatory Education
Support Unit

VERNON BROUSSARD
Program Manager,
Bureau of Program Development

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A Suggested Approach to Needs Assessment of Programs for Educationally Disadvantaged Youth

California State Department of Education

Vernon Broussard, Program Manager,
Bureau of Program Development

There are several reasons why needs assessment formulates the basis for designing successful programs in education. First, needs assessment enables the school district to plan more effectively, and it maximizes the focusing of limited resources on the identified priority needs of the target population. When a manufacturer contemplates a new product, he first makes a comprehensive assessment of the needs of the consumers. Likewise, members of a school staff should be better acquainted with the needs of their communities and, specifically, the needs of the target population of pupils they are legally required to serve. A comprehensive needs assessment that includes the cognitive, affective, and psychomotor needs of the target pupils will provide decision-makers not only with the answer to the general question of where they are in meeting the needs of their constituents, but it also will provide them with reliable information with which they can design, implement, and evaluate the most appropriate set of learning strategies to meet the needs of their pupils.

Second, needs assessment can make education more relevant to the problems of the community, parents, and pupils. A common criticism of the schools is that what happens inside classrooms does not make a great deal of difference in the lives of the people of the community. Pupils have also voiced the lament that the school is not "where it's at." Needs assessment of the community and of the pupils is a process of common sense relating what happens in school to the real problems and aspirations of the pupils and all members of the community.

Third, the process of needs assessment encourages school personnel to identify community resources, to determine community constraints, and to stimulate the search for data regarding future costs of and revenues for the program. Because of the current tight money cycle and the revolt of taxpayers, schools should make a comprehensive assessment of all of the available resources that can be called upon to support the educational program. On the basis of the available resources, school personnel should establish budgeting practices aimed at demonstrating the relationship of various expenditures to pupil growth and learning.

Fourth, today's educational scene is characterized by the clamor for school accountability to the community. To be fully accountable, the school must provide reliable data on how it has identified the needs of its constituents and how it has attempted to meet the needs of that constituency.

Fifth, the Division of Compensatory Education, State Department of Education, requires applicants to consider seriously the relative needs of children at all ages and grade levels and to direct these supplementary resources so they will meet the high-priority needs that cannot be met through the regular school program.

An Overview of Needs Assessment

The words *needs assessment* are used to denote the determination on the part of school districts to identify the special educational needs of educationally disadvantaged children. To do this the needs of the pupils, parents, school staff, and community must be ascertained. To illustrate the overall relationship between the process of needs assessment and the total program, the various stages following the initial step of needs assessment are shown in Fig. 1. When the needs have been systematically assessed by the staff and parents, the second step of defining goals and objectives is taken based on the priorities ascertained from the needs-assessment phase. The needs of the pupils must be translated into goals and, subsequently, into clearly specified performance objectives for

classroom use. The third step is to develop a program with appropriate instructional strategies aimed at achieving the specific objectives. Just as arriving at a statement of objectives is a process of translating needs, program development is a process of charting approaches and instructional strategies toward the achievement of these objectives.

Staff development goes hand in hand with program development; without a well-prepared staff, the best program can go awry. The fourth step in this process is to budget the program based on cost data analysis for alternative programs, appropriate instructional strategies, and available resources. To implement a well-defined program, one must adequately assess its cost and method of support. The last step in charting the course of an instructional program is to develop a relevant product evaluation. The essential purpose of the evaluation strategy is simply to determine the degree to which the program has succeeded in achieving its stated objectives. The evaluation scheme should consist not only of methods of evaluating the final outcomes of instruction, but also of the steps in the assessment process and of the ongoing, day-to-day instructional activities in order for the teacher to appropriately gauge the direction and effectiveness of instruction.

Unless the needs of the pupils are assessed, appropriate instructional and program goals and objectives cannot be reliably made. Without reliable and relevant objectives, it is doubtful whether meaningful programs can be developed to help overcome the educational deficiencies of the target pupils. The process must start with the pupils and the community by implementing an effective assessment of their problems and needs.

The Process of Needs Assessment

Having briefly sketched the relationship between needs assessment and the total program, one can consider the steps involved in the process of needs assessment itself. A comprehensive needs-assessment program, as illustrated in Fig. 2, should incorporate the following steps:

1. Identify the disadvantaged. After the target schools have been selected, educational criteria are used to select participants. The local educational agency must select for participation the most seriously educationally disadvantaged children.
2. Gather all the relevant data concerning the target pupils, their parents, and their immediate and extended communities. Data should

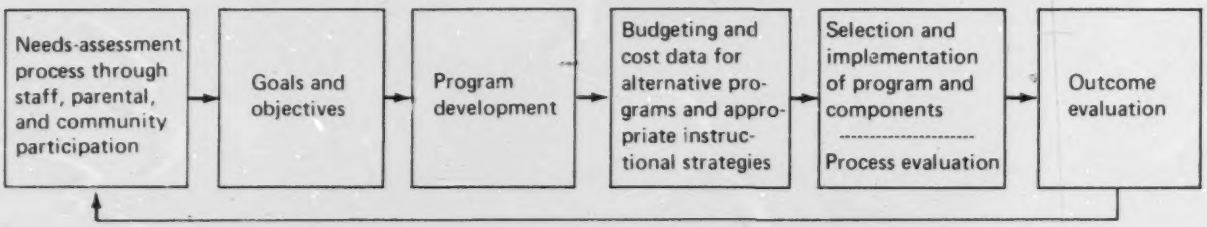
Needs-assessment process through staff, parental, and community participation
Goals and objectives
Program development
Budgeting and cost data for alternative programs and appropriate instructional strategies
Selection and implementation of program and components
Process evaluation
Outcome evaluation

Fig. 1. Stages following the initial step of needs assessment

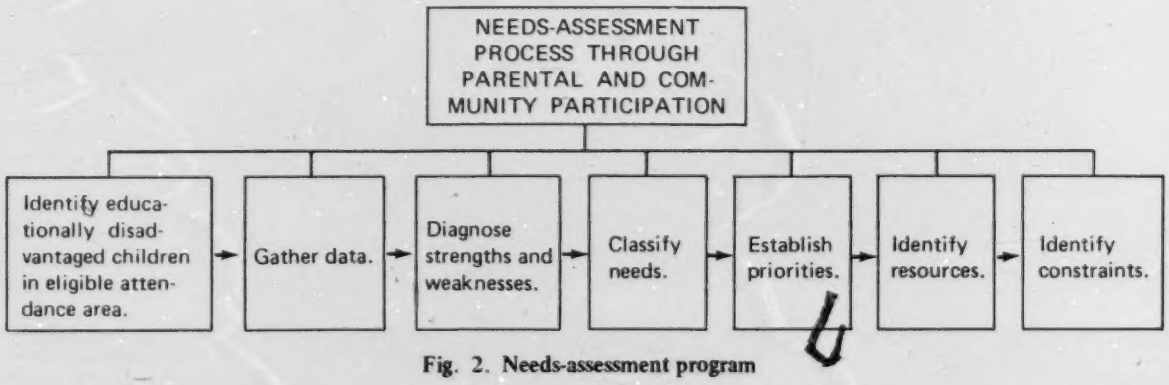

Fig. 2. Needs-assessment program

be gathered regarding the cognitive, affective, and psychomotor deficiencies commonly recognized among the target pupils. Other educational and socioeconomic characteristics of the parents and the community that are helpful to assess the environmental handicaps of the target pupils should also be collected.

3. Comprehensively diagnose pupil deficiencies in cognitive, affective, and psychomotor domains to be able to classify needs and set priorities for program interventions.
4. Analyze and classify the most common needs of the target population.
5. Establish priorities for action. Within the parameters established by federal and state regulations, the school authorities and representatives of the community must determine what priorities need to be made the focus of the projected instructional programs in the school.
6. Identify resources that can be tapped within the school and the community to support the projected instructional program. Few schools have ever taken full advantage of all the resources available to them, especially in the immediate community where civic groups, as well as recreational, cultural, and educational agencies, can make a contribution to the school's ongoing program.
7. Determine the various legal, societal, and temporal constraints that can affect the educational program of the school.

One of the most important ingredients essential to the success of the needs-assessment process is parental and community involvement. A cooperative grass-roots effort on the part of the staff, parents, and community ensures the determination of the real problems and needs of the community. Parental and community involvement is a legal requirement.

The relationship to the total program of the various steps involved in needs assessment is presented in Fig. 3.

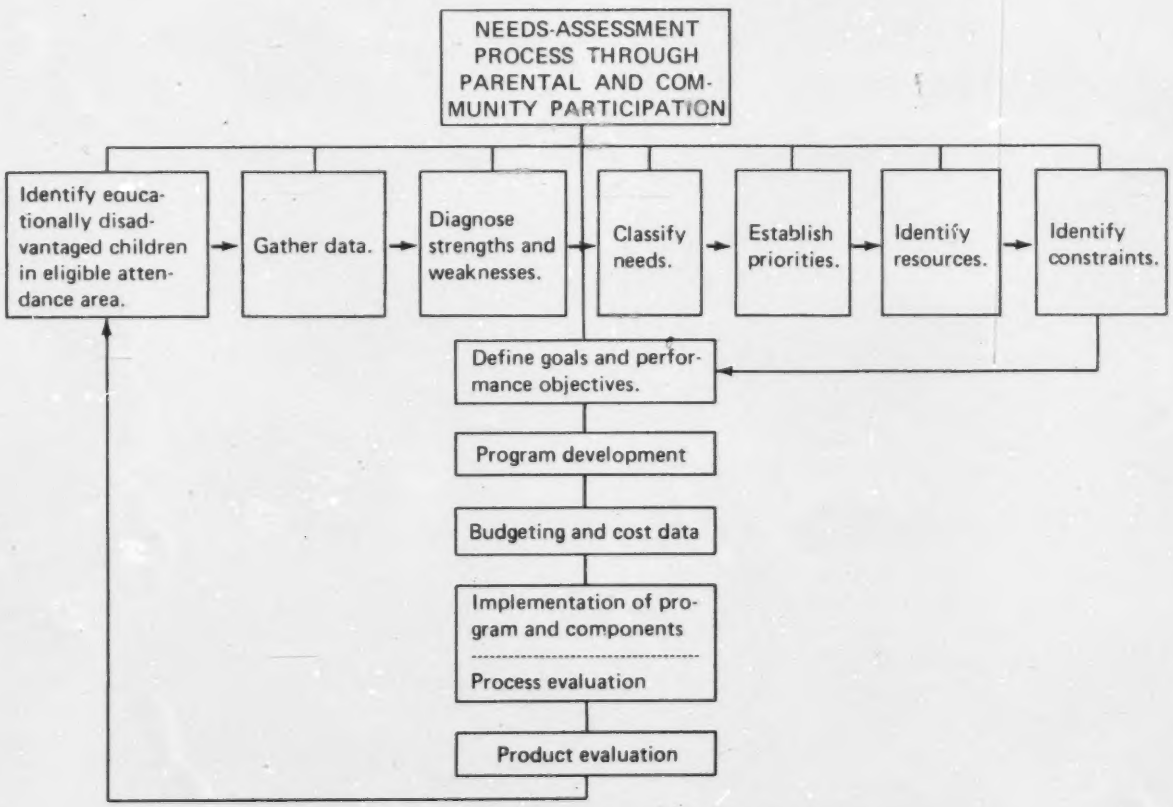

Fig. 3. Relationship between needs-assessment process and total program

How to Conduct a Needs Assessment

School personnel may be able to assess needs in the following five basic areas:

Language Development and Mathematics Component

The following approaches can be helpful in assessing needs in the area of language development and mathematics:

1. Administer standardized achievement pretests in language and mathematics to identify those pupils with the most severe disabilities in language development and mathematics. Year-end test results will indicate the degree to which the program has made a difference in pupil achievement.
2. Obtain records of achievement and entry skill levels of the previous year's target students and students new to the program.
3. Administer diagnostic tests or locally constructed tests that may be specifically designed to test the specific pupil population. For instance, locally developed criterion-referenced diagnostic tests should be administered to reveal the individual pupil's strengths and needs in specific areas of language development and mathematics. Examples of such instruments are available through participating local educational agencies or the Bureau of Compensatory Education Program Development, Division of Compensatory Education, State Department of Education. Additionally, if acceptable standardized tests in Spanish or nonstandard English are not available for use with pupils who have a limited understanding of standard English, school personnel can develop a special test in Spanish or nonstandard English to be used with such pupils.
4. Assess performance, attitude, interest, character, or personality by constructing a rating scale to be administered to the pupils. A rating scale allows classification of attitude and behaviors along a continuum of frequency of occurrence, such as always, usually, occasionally, and never; or intensity, such as strongly agree, mildly agree, undecided, mildly disagree, and strongly disagree.
5. Construct and use questionnaires that are related to various topics. Questionnaires can be open-ended, or they can be based upon alternative responses.
6. Conduct individual or group interviews to determine the specific needs, desires, concerns, and aspirations of the pupils.
7. Use anecdotal reports to systematically observe pupil behavior, whenever such behavior cannot be measured or classified by formal tests.
8. Use product analysis as another method of assessing the needs of pupils. The teacher, for example, may ask a pupil to read a passage orally to determine the pupil's reading skill.
9. Elicit information about pupils from parents, coaches, playground directors, employers, brothers and sisters, clergymen, neighbors, and friends.

The various approaches outlined should be used to determine pupil needs upon which priorities will be established. These priorities should then be translated into goals and later into specific performance objectives for classroom use.

Auxiliary Service Component

School personnel must determine needs in the areas of pupil personnel, library, and health services.

Pupil personnel services. The needs of the target group for pupil personnel services can be assessed by one or more of the following approaches:

1. Examine past records. Achievement records of former target pupils reflect the difficulties that have affected their school achievement. These records will help determine academic, social, or other relevant difficulties that may require specific guidance and counseling procedures.
2. Administer questionnaires to incoming target pupils to assess the kinds of problems they face as they enter the school.
3. Conduct interviews with all or a representative sample of incoming pupils, again with the purpose of determining any specific needs for counseling and guidance services.
4. Examine cumulative records and case histories of target pupils to determine the kinds of problems they have had.
5. Establish anecdotal records regarding all or a selected representative sample of the pupils to systematically identify what counseling services they need.

Library services. Needs in the area of library services can be assessed by one or more of the following approaches:

1. Ascertain reading preferences of former target pupils.
2. Use standardized tests in reading to identify the reading levels of the incoming pupils.
3. Administer locally constructed tests to determine the specific language deficiencies of the incoming pupils and to assess the need for books in languages other than English.
4. Conduct reading preference surveys during the reading and language development periods.
5. Establish criteria for book and magazine purchases or subscriptions by checking on the kinds of books and magazines that are borrowed from the library by target pupils. The librarian and other staff members should exercise their professional judgment in selecting appropriate reading material. Parents and others should be encouraged to participate in the selection and reviewing of these materials.
6. Conduct interviews with a representative group of target pupils to determine any additional library services these pupils may need.

Health services. Needs in the area of health services can be assessed by one or more of the following approaches:

1. Administer a health survey to determine any physical problems the pupils may have had.
2. Obtain physical examination and dental examination results from physicians and local health clinics.
3. Survey family medical and nutritional practices so that school lunches may be planned to meet more effectively the nutritional needs of the pupils. Additional information may be obtained from the district's food service personnel.
4. Prepare teachers, through inservice education, to be on the lookout for symptoms of ill health.
5. Interview a representative sample of the target pupils to ascertain their nutritional and health needs.
6. Provide teachers with a list of pupil health profiles.

Parent Involvement

The following approaches are helpful for determining the need for meaningful parent involvement:

1. Review the previous year's attendance records of parents of target pupils to determine the kinds of activities that resulted in the greatest participation.
2. Survey the parents to determine their specific knowledge concerning the compensatory program effort and to identify the topics or issues that are of most concern to them.
3. Interview the parents who have usually been involved in school activities and those who have not usually been involved in such activities to identify the reasons for their involvement or lack of involvement. Ideas can be solicited as to how the school and parents can more effectively cooperate in the education of the children.
4. Meet with major groups in the community to discuss how parents from these groups can be encouraged to participate in school affairs.
5. Conduct a survey, through local newspapers, town meetings, and local radio stations, to identify the various issues that are facing the community and that are relevant to education.
6. Identify the various racial, ethnic, cultural, and linguistic backgrounds of the parents to ensure a more meaningful dialogue between school personnel and the various groups of parents in the community.
7. Identify parent strengths in academic and nonacademic areas, and make this information available to teachers.

Intergroup Relations

The following approaches can be helpful in assessing needs in the area of intergroup relations:

1. Identify the various racial, ethnic, cultural, linguistic, and economic groups in the community.
2. Assess knowledge and needs of pupils in specific areas of contributions and accomplishments of racial and ethnic minorities.
3. Identify the major organizations in the community, and invite their representatives to present the issues that are most vital to their own groups. Current issues can also be gleaned from local newspapers, radio, television, and from various community meetings.
4. Survey local grouping, tracking, and other administrative pupil deployment practices to determine whether the maximum opportunity is provided for pupils of diverse academic, racial, ethnic, and cultural backgrounds to interrelate.

5. Identify the status of intergroup relations and the causes contributing to possible intergroup isolation and friction. This information can be obtained through interviews with representatives of the various groups in the community.
6. Identify some of the available community resources that can be used to augment the school's program in intergroup relations. Well-recognized individuals from minority groups can be invited to discuss the various issues facing the community.
7. Conduct a survey of various groups to determine intergroup attitudes. If an intergroup relations program is to succeed, all the groups in the community must be willing to participate and contribute to it. The problem is clearly not that of one particular ethnic group or another, but rather it is that of the total community; it should be solved by the total community.

Staff Development

As school personnel begin the process of designing a new program in language development, mathematics, auxiliary services, parent involvement, and intergroup relations, the staff must also be concerned with the development of its own ability to carry out all of these components with the maximum degree of success. Staff development goes hand in hand with program development. Without staff development, the best programs can go awry. To assess the needs of the staff, the following approaches may be used:

1. Determine the strengths and the weaknesses of the present school faculty and staff in the light of the demands of the new programs that are designed to meet the needs of the target pupils.
2. Identify the needs of the staff in the cognitive and noncognitive areas. This should include an assessment of each staff member's attitude toward, and belief in, the ability of the children to achieve.
3. Obtain records of the various staff qualities and skills that have contributed to the success of previous programs involving target pupils. The staff qualities and skills that have proved to be vital to the success of previous programs can be determined through pupil interviews, staff interviews, and administrator evaluations. Parents and community members who have had dealings with the school can also be sources of information regarding the skills and the qualities needed to work successfully with the community.
4. Document the need for teachers with special skills. For instance, a need may exist for several bilingual or crosscultural teachers who have had extensive experience with and can communicate effectively with minority pupils. The program director should budget for and recruit such teachers to ensure the availability of qualified personnel for the program.
5. Develop an inservice education program once the needs of the staff have been clearly determined, defined, and organized.

Evaluation

To maximize the success of needs assessment, the process of assessment must be systematic, the information gathered must be accurate, and the scope must be comprehensive. Several questions may be asked to determine the degree to which the needs-assessment process has met its purposes. According to an independent educational accomplishment audit designed by the U.S. Office of Education, the following four questions need to be asked:

- To what extent has needs assessment been conducted by the school?
- To what extent is the present project based upon the needs-assessment finding?
- To what extent is the project designed to meet local educational needs of the highest priority?
- To what extent have the educational and cultural resources in the area been identified and utilized by the school?

The project director and the staff should reexamine the following aspects of their needs-assessment process.

Sample. Has the sample been an adequate one in view of the various groupings within the community? To talk with two or three persons in the community is not sufficient to make generalizations about the needs of the total community.

Instruments. Have the instruments used been appropriate to the purposes for which they have been used? Have the project personnel sought out or developed the most appropriate instruments to ascertain the kinds of needs relevant to the various components of the project? The use of haphazard, unsystematic, incomplete, or unreliable procedures

should not be relied upon to determine the vital needs of the community and of the pupils.

Involvement. Have the project director and staff invited the widest participation of people in identifying community and student needs? One of the most important aspects of needs assessment is total community involvement in the process itself.

Validity of the needs. Are the needs found through the needs-assessment process in consonance with written and voiced needs of the majority of the people in the community? The findings from the needs-assessment efforts must be checked against what the representatives of the various civic, social, and ethnic groups in the community feel are the most vital issues facing them.

Continuing process. Is the needs-assessment process a closed-ended process, or is it a dynamic, ongoing, open process that uses all emerging data to revise and modify needs?

Summary

The needs-assessment process is a vital first step in determining the objectives of programs for the educationally disadvantaged. If it is conducted systematically, it can yield results that enable the program to meet the needs of its own constituents. But for needs assessment to be an important ingredient of the total project, its priorities should be translated into program objectives to be carried out on the district, school, and classroom levels. A comprehensive needs assessment will aid decision-makers, school administrators, teachers, and parents to introduce into the present educational system the much needed changes that will affect the motivational roots of the system. Unless such changes are introduced on the basis of a substantive needs assessment, other alternatives for meaningful education will be sought outside the school. Therefore, the process of needs assessment should indicate the direction in which the education enterprise should go: education for the people.

San Diego's Needs Assessment–A Giant Undertaking

San Diego City Unified School District
Thomas L. Goodman, Superintendent
Elisa L. Sanchez, Compensatory Education Project Director
Yvonne Johnson, Coordinator
Bette Pegas, Project Writer

Located in a community of 792,300 people, the San Diego City Unified School District covers an area of 196 square miles and includes 123 elementary schools, 30 junior and senior high schools, and three continuation/adjustment sites. During the 1972-73 school year, the district's Title I allotment of $2,672,344 provided benefits of the ESEA Title I program to 9,265 district pupils and to 538 pupils in nonpublic schools. Twenty-nine public elementary and secondary schools and 12 nonpublic schools were involved in the program; approximately 330 certificated and noncertificated staff members were employed by the project.

Organizing for the Consolidated Needs Assessment

When the needs-assessment process was being established in San Diego, it was expedient to design a format that would meet the requirements of all nine programs to be included in a consolidated application. The titles of these programs were: ESEA Title I; Miller-Unruh specialist teacher; Miller-Unruh reading aides; early childhood education; teacher employment; bilingual education; secondary reading demonstration; Title II, Phase I; and Vocational Education Act, Title I, Part B.

Representatives of the various projects met regularly under the leadership of an ESEA Title I coordinator to survey the applicable needs for each funding source. Key among the items under discussion at these meetings was the determination of the most appropriate school-related and community-related data, to clearly identify the needs of the district at large and the individual target areas to be served by each program.

To facilitate the consolidated effort, it was decided that necessary data common to all the projects should be collected centrally; e.g., federal census tract information concerning aggregate family income, type of employment, and years of school completed; standardized achievement data; and attendance reports. Specific project data, however, would have to be collected by individual

coordinators and subsequently presented to the Title I coordinator for inclusion in the application. Once the data to be collected were established, the next step was to assign personnel to investigate these sources. In all, 23 separate reports or instruments were used in the development of the 35-page consolidated needs assessment.

Designing and Utilizing Assessment Instruments

When it became evident that critical data were not available to measure the perceptions of parents, teachers, pupils, and principals on the Title I, English as a second language (ESL)/bilingual, and early childhood education programs, seven surveys were designed to collect these data.

Two Title I questionnaires were developed to determine the opinions of parents and teachers on reading, mathematics, ESL/bilingual intergroup relations, staff development, and program planning. Four questionnaires were designed for parents, teachers, principals, and pupils in the ESL/bilingual program to determine the extent of ESL/bilingual instructional programs being offered and the number of pupils needing these programs. In the early childhood education program, a questionnaire for principals was designed to determine the types of programs being offered children in kindergarten through grade three and to establish educational priorities.

Before questionnaires were distributed, special meetings were held with all the principals involved. Discussion centered around the most effective methods of orienting personnel to the purpose and importance of the survey. This orientation would be critical to the success of the final needs assessment.

Developing the Consolidated Needs Profile

During the interval between the distribution and return of questionnaires, data from the district computer and the various school sites were collected and recorded on district and school profile sheets. To assist in the data tabulation and analysis, the services of the district testing office were used. In addition, the district employed and trained highly skilled teacher assistants who collected, tallied, and recorded data to be included in the consolidated needs-assessment profile.

Title I school faculties were assisted with their individual profiles by central compensatory education staff personnel. Because of accessibility to a broad range of district information, central staff members were able to provide each school with questionnaire results, in the form of graphs and charts that could be used to compare results. These profiles, as utilized by site planning committees, provided a firm basis for fall program decision making. Both staffs and parent advisory committee members were able to identify specific component needs from the profiles and then coordinate needs, objectives, and activities.

Planning for Future Needs Assessments

The San Diego City Unified School District's needs-assessment effort has been a meaningful learning process. Not only has it resulted in a stronger relationship among personnel from the different projects, but it will ultimately increase the effectiveness of project management throughout the district. The consolidated application committee, composed of representatives of all projects and the district's testing office, has begun formal meetings to facilitate next year's assessment. Major recommendations expected as an outgrowth of committee planning include the following:

- Design a common computerized questionnaire to provide a quicker, more efficient retrieval of data for all projects.
- Develop greater sophistication in the consolidation of objectives.
- Develop a consolidated evaluation.

The Clifford Murray School Needs Assessment

Azusa Unified School District
Dayton E. Dickey, Superintendent
Robert Wilder, Compensatory Education Project Director
Lynn G. Welles, Community Coordinator/Resource Teacher

Azusa is a suburb of Los Angeles, located in the San Gabriel Valley about 20 miles east of the city. The Azusa Unified School District has 12 elementary schools, three intermediate schools, two high schools, one continuation high school, and a head-start preschool program. The district has approximately 12,000 pupils. Approximately 30 percent of these are Mexican American.

In planning for a Title I program in one of the district's schools, the Clifford Murray School, a

committee of five teachers was named to conduct a needs assessment.

Selecting a Model

The Right to Read needs-assessment package was selected as a model because of its thoroughness and relevance to the situation at Clifford Murray. Substitute time was provided so that parts of the Right to Read model could be rewritten and expanded to make the best possible package. This task resulted in the following three packets: individual teacher forms, grade-level compilation forms, and grade-level priority forms. Samples of these packets are available from the district. The packet of individual teacher forms was to be filled out by each staff member and was developed to organize data ranging from pupil reading scores, to teaching techniques used, to weekly time breakdowns. The compilation packet required that the teachers group themselves in grade levels and average all collected data on a set of forms for each grade level. The priority packet required each grade-level grouping to examine the areas from the previous forms and, without regard to current programs, list what they thought would generate the best possible learning program for children in each area.

The school staff was divided into three groups of eight to ten members. Each group met on a different morning, with substitutes provided. Two committee members worked with each group. This process worked extremely well, and meaningful discussion and exchange of ideas occurred.

To get a total school picture, the teachers' advisory committee combined the grade-level compilation and priority packets. Members were able to study the difference between program priorities and current results. The staff now had a starting point for program development.

Using a Questionnaire

Several interested staff members developed a three-way questionnaire to be administered to staff, pupils, and parents. The same questions were worded differently on each of the three forms. They were phrased in such a way as to get a three-way comparison of attitudes toward school, teaching, administration, program, and future directions. The results were combined on graphs to show where strong attitude divergencies existed. The surveys were especially helpful in establishing a direction for a program that would involve the entire community.

A lot of time, energy, and some financial resources were put into the development and effective use of the needs-assessment tools. Careful planning was essential for a smooth-running and productive needs assessment. Members of the staff emerged from the process with a realization that the data received were only part of the total benefits; perhaps even more important was the feeling of involvement and commitment generated by working through this process together. The staff and school are enthusiastically looking forward to implementing a program they have worked out together.

Needs-Assessment Procedures for a Cooperative Program

Eureka City Elementary and High School Districts
John B. Landis, Superintendent
Cutten Elementary School District
Ralph Bryant, Superintendent
Allen Gladding, Compensatory Education Project Director

Schools in Eureka are organized into a common administrative district. A Title I cooperative program has been established to serve the Eureka City Elementary School District, Eureka City High School District, Cutten School District, and two nonpublic schools. The combined enrollment of the districts served is approximately 8,000 pupils.

The cooperative program is funded at $222,748 and serves about 650 participants in five elementary schools, one junior high school, and two senior high schools. The project staff consists of one coordinator, two resource consultants, one reading specialist, two reading and mathematics resource teachers, and 40 instructional aides.

Selecting Goals

A "Committee of Four Hundred" was organized in 1971 to develop school and district goals. Committees were formed in each school, and a coordinating committee was constituted for the district as a whole. These committees consisted of randomly selected representatives from all social,

ethnic, and economic groups. Parents, teachers, and students were also represented. Using a modified Delphi technique, the "Committee of Four Hundred" produced a priority list of ten educational goals. The first goal was to improve instruction in the basic skills.

Additional parental input was derived from a survey sponsored by the Title I district advisory committee working through its representatives on each target school committee. An effort was made to reach as many parents as possible. Title I parents selected instruction in the basic skills as priority one. Similar results were achieved in a survey conducted by the district committee on early childhood education. Parents were given an opportunity to list those areas where they felt a need for parent inservice training. They also ranked the 13 major curriculum areas, both by importance and by progress.

The Eureka Teachers Association conducted a survey among its members. The results indicated that instruction in the basic skills should receive the most attention and that the majority of teachers wanted additional inservice training in individualized instruction techniques. These findings were confirmed by principals, coadministrators, and district office personnel.

Selecting Priorities

Comments by students and graduates who were surveyed supported the conclusion that instruction in language arts and mathematics should be given first priority.

Test data derived from nationally normed achievement tests were an important part of the needs assessment in Eureka. The instruments used were the Test of Basic Experiences, the California Achievement Test–1970, the California Test of Basic Skills, and the Iowa Test of Educational Development. The combined results of these instruments indicated that, on an overall basis, mathematics scores were slightly lower than reading scores. Mathematics was therefore selected as priority one, and reading was selected as priority two. A similar study made for the Early Childhood Education Program confirmed the above findings on a districtwide basis but ranked reading as the first priority for the early childhood education target school.

In addition to those elements of the needs assessment that resulted in the selection of priorities one and two, several other instruments were used. A student self-appraisal inventory and school sentiment index yielded important data about the attitudes of pupils concerning themselves and their school. The results indicated a continuing need to improve pupil self-image and to create successful experiences for all pupils. Yearly statistical reports by the nurses, counselors, project teachers, and involved administrators formed important elements of the needs assessment.

A comprehensive needs assessment must contain input from all elements of the community in order to be valid. The combined efforts of the goal-setting "Committee of Four Hundred," the various parental committees, the Eureka Teachers Association, administrators, faculty, and pupils have resulted in a product that has been of great help in developing a compensatory education project for the new school year.

Identifying Needs and Rating Goals

Oakland City Unified School District
Marcus A. Foster, Former Superintendent
William Webster, Compensatory Education Project Director
Charles M. Barker, Jr., Assistant in Elementary Mathematics

The Oakland City Unified School District is made up of eight senior high schools, 15 junior high schools, 69 elementary schools, 15 children's centers, 13 preschools, a science center, and an urban studies center. Of these schools, eight junior high and 35 elementary schools participate in the compensatory education program. The district serves 60,000 pupils of which 28,000 are in compensatory education.

The district is divided into three regions. Each region reflects a microcosm of the ethnic and economic picture of Oakland. Ethnically, the Oakland school population is 63 percent black, 22 percent white, 8 percent Spanish surname, 5.5 percent Asian, and 1.5 percent "other." The schools attempt to reflect this ratio in teacher employment with an aggressive minority hiring policy.

To better assess needs and involve both school and community, a package of materials was developed for each participating staff member. Two major areas covered in the package were the identification of specific needs and the rating of goals (Figs. 4 and 5).

Collecting the Data

Needs assessment was a major undertaking for all schools. Portions of the needs-assessment materials were sent to each school before the staff meeting (Figs. 4 and 6). Through this procedure, data were gathered from school sites by a research staff, collated, and prepared for presentation to the full staff.

A similar procedure was followed with parent advisory groups at each school. A resource staff also participated in the needs assessment.

Specifically, the assessment was made based on collated questionnaires in the six major components of compensatory education. Reading and mathematics components were identified by the number of pupils who were nine months below grade level in specific areas. Similar treatment was given to the four supportive components by either a yes/no or by a quantified response.

Substitutes were provided to ensure each classroom teacher's participation in needs assessment, and a staff team was assigned to each school for site meetings. With the data previously collated by

A. Approximately how many of your students are nine months or more below grade level in:
   1. Mathematics:
      a. Sets _____
      b. Numbers and numerals _____
      c. Measurement _____
      d. Operations (computation) _____
      e. Geometry _____
      f. Applications (word problems) _____
      g. Converting word problems to mathematics statements _____
   2. Reading:
      a. Word study skills _____
      b. Comprehension _____
      c. Oral language _____
      d. Listening skills _____
      e. Composition:
         (1) Factual _____
         (2) Creative _____
      f. Content reading _____
      g. Personal reading _____
      h. Spelling _____
   3. How many of your students are not making regular progress toward individually prescribed goals in:
      a. Mathematics _____
      b. Reading _____

B. How many of your students do not participate for enjoyment in:
   1. Mathematics-related activities _____
   2. Reading or listening activities _____

C. For how many of your students is there a need for additional material for:
   1. Mathematics _____
   2. Reading _____

Fig. 4. Identification of specific needs form

the research team, presentations were made to the staff as to what they had quantified as needs for their pupils.

Rating the Goals

A list of 15 goals covering all critical areas was suggested to the staff with options to modify the list (Fig. 5). Through a forced-choice technique, teachers were asked to rate goals over a five-step continuum. Before selection, all were reminded of their prior quantification of needs. Results of the rating of goals were presented to the faculty with "most important" goals being given a score of five and "least important" goals being given a score of one. Overhead projectors were used to present the data. Discussions were a key factor at this juncture and had the effect of clarifying the needs, goals, and priorities that members of the staff had established for their school.

Once needs were assessed and priorities and goals established, the task became one of planning the program.

Please rate the following goals according to their importance in meeting the overall objective of compensatory education:

To bring students to a normal range and distribution of academic achievement, as compared to the general population of California school children

Goals	Rating	Priority
1. Ensure that reading and mathematics activities are enjoyable to the students.	_____	_____
2. Ensure that enough appropriate materials are available to implement the instructional program.	_____	_____
3. Provide each student with enrichment experiences (clubs, assemblies, excursions, and the like) designed to improve reading and mathematics achievement.	_____	_____
4. Provide an individualized program of diagnosis, prescription, and treatment for each student.	_____	_____
5. Provide adequate bilingual resources and training to meet the special needs of children for whom English is a second language.	_____	_____
6. Ensure that students' physical, mental, and emotional health needs are met.	_____	_____
7. Help students develop self-motivation and personal and ethnic identities.	_____	_____
8. Reduce the incidence of tardiness and unexcused absences.	_____	_____
9. Ensure the use of the library as a personal and instructional resource of students.	_____	_____
10. Develop effective communications with parents and increase the participation of parents in the instructional program.	_____	_____
11. Ensure participation of parents in planning and implementing the ESEA program.	_____	_____
12. Improve student relationships with other students and staff members.	_____	_____
13. Improve staff relationships with other staff members and parents.	_____	_____
14. Improve the classroom skills of the instructional assistants.	_____	_____
15. Increase teachers' competence with reading and mathematics materials and educational and classroom management techniques.	_____	_____

Fig. 5. Rating of goals form

	Yes	No
A. Do you feel that the instructional assistants are adequately trained for effective work in classrooms in the following skills:		
1. Mathematics	____	____
2. Reading	____	____
3. Working with individual students	____	____
4. Working with groups	____	____
5. Record keeping	____	____
6. Other (Specify: _____)	____	____
7. How many hours per week have been devoted to inservice training at your school site for instructional assistants?	_____	
8. How many hours per week do you feel should be devoted to inservice training at your school site for instructional assistants?	_____	
B. Do you feel that you have had adequate inservice training in:	Yes	No
1. Mathematics materials and approaches (including criterion-referenced materials)	____	____
2. Reading materials and approaches (including criterion-referenced materials)	____	____
3. Diagnosis of individual student needs	____	____
4. Prescribing for individual student needs	____	____
5. Techniques of classroom management for individual instruction	____	____
6. Curriculum innovations	____	____
7. Teacher attitudes as related to student achievement	____	____
8. Other (Specify: _____)	____	____
9. How many hours per week have been devoted to inservice training at your school site for teachers?	_____	
10. How many hours per week do you feel should be devoted to inservice training at your school site for teachers?	_____	
C. PROGRAM PLANNING	Yes	No
1. Does your school have a project steering committee?	____	____
2. Are you a member or alternate member of the steering committee?	____	____
3. Do you know who represents you on the steering committee?	____	____
4. Does the steering committee meet at least monthly?	____	____
5. Did you participate in planning the instructional program for your school for this school year?	____	____

Fig. 6. Identification of staff-development needs form

Assessing Staff-Development Needs

Bakersfield City School District
Walter F. Hauss, Superintendent
Forrest C. Gardenhire, Compensatory Education Project Director
Francis E. Dorsey, Consultant Programmer, Compensatory Education

The Bakersfield City School District is composed of 28 elementary and 8 junior high schools serving a population of 20,000 pupils. The school population is 25 percent Mexican American and 20 percent black.

Five schools have been involved in the ESEA Title I Compensatory Education Program. These schools contained a "saturated" population, meaning that all pupils in the schools received the services of the program. The needs-assessment data of the previous years had indicated that the pupils at these schools were not achieving at a satisfactory rate. To better provide for their instructional needs, the PIRAMID project was developed with

the cooperation of six other school districts throughout California.

PIRAMID (Project: Individualized Reading and Mathematics, Inter-District) utilizes a set of criterion-referenced instruments including tests, class and individual profiles, teaching prescriptions, and a well-defined management system to implement the process. The development of PIRAMID throughout the compensatory education program demonstrated the need for an effective staff-development program capable of meeting the many inevitable problems that would result from attempts to implement a new process of instruction in the classrooms of compensatory education schools.

Assessing Staff-Development Needs

The first step in the process was to develop a method of needs assessment that would provide program planners with sufficient information to plan preservice/inservice activities directly related to teacher need. The management procedures necessary to acquire this information are illustrated in Fig. 7.

The project staff identified a list of 13 basic teacher skills necessary to implement the PIRAMID process within a classroom. These essential teacher skills are as follows:

1. Organize time and materials for individualized instruction.
2. Administer and score criterion-referenced tests.
3. Identify learning clusters and core groups within the clusters.
4. Keep accurate records of skill deficits in the class and student profiles.
5. Develop daily and long-range lesson plans for individualized instruction.
6. Provide for small-group instruction.
7. Use instructional aides effectively.
8. Plan and implement independent learning activities.
9. Use positive methods of dealing with discipline problems.
10. Develop and organize needs of pupils who need extra help.
11. Write accurate and effective prescriptions.
12. Identify and use appropriate instructional material.
13. Train pupils to concentrate on single objectives.

It was believed that if teachers were given the opportunity to evaluate their own strengths and weaknesses in these teacher skill areas, staff-development sessions could be scheduled to specifically meet those individual needs, resulting in a prescriptive and diagnostic approach to inservice training.

Teachers in each of the compensatory education schools were asked to complete a staff needs-assessment survey. Teachers were asked to respond in two areas to the 13 teacher skills necessary for implementing individualized instruction. These areas were (1) importance of implementing individualized instruction in the classroom; and (2) personal need to improve in each specific skill without regard to importance.

Setting Priorities

In terms of importance, the largest percentage of teachers (N=92) indicated the following skills as being most important: (1) organizing time and materials for individualized instruction; (2) developing daily and long-range lesson plans for individualized instruction; and (3) planning and implementing independent learning activities.

In terms of personal need, the majority of teachers gave the highest priority to the organization of time and materials for individualized instruction. Second priority was given to the development of daily and long-range lesson plans and the planning and implementing of independent learning activities. The lowest priority involved maintaining class profiles and training pupils to concentrate on single objectives (Table I).

From this needs-assessment survey, the planners constructed a staff-development calendar designed to individualize inservice training for each teacher. Instructional programs for teacher training were planned and implemented on an individualized basis consistent with the programs teachers were asked to plan and implement for pupils in the classroom.

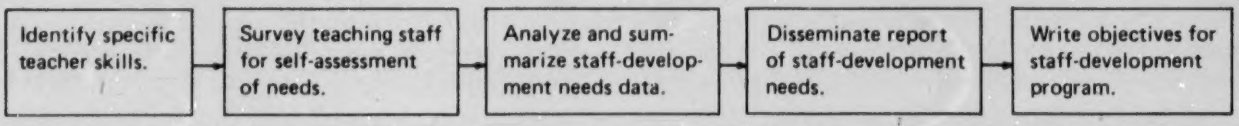
Identify specific teacher skills.
Survey teaching staff for self-assessment of needs.
Analyze and summarize staff-development needs data.
Disseminate report of staff-development needs.
Write objectives for staff-development program.

Fig. 7. Needs-assessment design for staff development

TABLE I
Skills Classified According to Percentage of Teachers Rating Skill as One of Four Most Important Skills

Percent of teachers	*All schools (by skill number)**
70 and above	1
50 to 69	5,8
30 to 49	7,10
15 to 29	2,3,6,9,11,12
Below 15	4,13

*Numbers represent skills as shown in the preceding list.

As a result of this needs assessment, staff-development program planners developed inservice activities in the following two areas: (1) project PIC (PIRAMID Inservice Component); and (2) grade-level sessions within a given school.

Project PIC was funded through carry-over funds assigned to the central office and was designed to provide teachers with intensive inservice training. The project was developed to meet four specific staff-development needs identified from the needs-assessment data and the Title I guidelines. These needs were as follows:

- Management techniques of systematic individualized instruction
- Knowledge of the learning process
- Effective human relations practices within the school
- Cultural understandings

The teachers were trained on a three-week cycle. A substitute teacher was employed to release each trainee so that he would be free to receive instruction unhampered by the pressures of the classroom. Members of the staff have observed that the majority of teachers who receive this type of intensive training often make dramatic changes in their teaching behavior.

Implementing the Plan

The compensatory education staff conducted grade-level sessions at each school site. In these sessions the individual needs of each teacher were discussed and alternative-solution strategies were identified to provide the teacher with some latitude in deciding on the specific type of management plan that he would adopt. Each teacher was asked at the end of these four-hour sessions to write a description of his final plan and to implement the plan in his own classroom. The teachers were monitored to determine if the plans were implemented.

It is believed that the inservice training efforts of the staff were far more relevant to the needs of teachers as a result of the process followed. Plans are under way to continue this prescriptive and diagnostic approach to inservice training based on a careful assessment of individual teacher need.

Planning a Compensatory Education Program

Sweetwater Union High School District
Joseph Rindone, Jr., Superintendent
Ira D. Wetherill, Compensatory Education Project Director
John Calvert, Reading Resource Teacher

The Sweetwater Union High School District, located in the southwestern corner of California, covers an area of 155 square miles. As of October, 1972, the district served 22,276 students (grades seven through twelve) in 16 schools. Of this total number of students, 25.1 percent had Spanish surnames.

On the basis of Aid for Dependent Children (AFDC) data, 2,320 of the district's students were identified as being from low-income families and 7,017 were identified through standardized achievement tests to be within quartiles one and two in reading and/or mathematics.

The district's needs-assessment process was limited to those junior and senior high schools that were at or above the district level (10 percent) of children from low-income families, as identified through AFDC count; and/or that had the highest concentration of students falling within quartiles one and two in reading and/or mathematics proficiency, as identified through standardized achievement tests. Needs assessment was further delimited to behavioral, instructional, and institutional variables of the population sampled.

Determining Student Performance Objectives

Student performance objectives in remedial reading, remedial mathematics, and ESL programs had been accepted by the board of trustees before the needs assessment was made a part of the consolidated application for 1973-74. In other words, data pertaining to the determination of concerns and goal priorities leading to stated student performance objectives on which needs assessment in target schools was based were first collected from various populations (community and district) in keeping with the philosophy of the program planning and budgeting system (PPBS).

Identifying Student Behavioral Variables

Behavioral variables in the cognitive areas of remedial reading, remedial mathematics, and ESL, having been previously operationalized through the establishment of performance objectives by community, district, and school personnel, were next classified under broader categories by a compensatory education task force composed of teachers, students, administrators, and parents. For example, the numerous instructional objectives for remedial reading were synthesized with the major headings, phonics, syllabication, pronunciation, visual discrimination and configuration, structural analysis, vocabulary, comprehension, listening skills, and writing skills. Questionnaires were then designed by the task force to collect relevant information pertaining to frequency of performance attainment. All questionnaires were designed so that needs could be easily prioritized via computer printout.

The affective domain was probed through a student interview schedule that allowed for frequency distribution of forced-choice responses. Additional data were provided through the interview by free-choice responses to statements such as: "Why is that?" or "Tell me why." Although these free-choice responses were not computer-tallied, they proved invaluable when priorities were being established.

Identifying Instructional Variables

Questions pertaining to desired methodologies were included in the staff survey, parent involvement, and student interview questionnaires. Relevant data were given priorities by means of computer printout to determine future instructional activities and personnel required to accomplish recognized educational tasks.

Identifying Institutional Variables

In planning for needs assessment within the target schools, it became evident to the task force that the people variables within divergent educational settings were of paramount concern to any data acquisition relating to future educational planning at the site or project levels. Therefore, items within questionnaires that were directed to students, staff, and parents included the identification of such student characteristics as ethnic background and year in school; such teacher characteristics as highest degree held and ability to communicate adequately with Spanish-speaking students; and such parental characteristics as amount of involvement in parent advisory groups and language spoken at home.

Establishing a Relevant Compensatory Education Program

Data grouped within profiles were broken down by grade level, as well as by frequency, and recorded in percent of total response. Goals were given priorities by frequency of reflected needs and were adjusted to reflect the beginning of school year 1973-74. Areas thus covered were student profile (ESL, reading, mathematics, attitudes, values, feelings, intergroup relations); teacher profile (staff development, auxiliary services); Title I staff profile (ESL, reading, mathematics); site compensatory education leader profile; community aide profile (auxiliary services); parent involvement profile (auxiliary services, intergroup relations); student psychomotor abilities profile; and student health profile. The prioritized goals were then presented to target school faculties and members of the community for review, discussion, and curricular input.

Program descriptions, evaluation specifications, and activities for each component—language development, mathematics, auxiliary services, intergroup relations, parent involvement, and staff development—were finalized by the task force from these priority rankings and faculty/community input.

Frequency distributions and the subsequent prioritizing of goals and objectives that were obtained through the questionnaire sampling technique were based upon the following:

1. A random but consistent sampling in the cognitive, affective, and psychomotor domains, as well as in health needs, of between 12 to 15 percent of all potential

compensatory education students in grades seven through twelve
2. A survey of more than 90 percent of the teachers, grades seven through twelve, in the target schools
3. A Title I staff questionnaire administered to more than 90 percent of the staff
4. A Title I staff questionnaire administered to all site compensatory education leaders
5. A Title I staff questionnaire administered to 80 percent of the community aides
6. An interview schedule limited to approximately 40 randomly selected parents at each target school whose children had been sampled in the cognitive, affective, and psychomotor domains

The needs assessment underlying the compensatory education project for 1973-74 was achieved through the following steps:

- Determine general concerns and goal priorities.
- Identify learner needs.
- Establish a related educational program.

Representatives of the parents, students, teachers, and administrators were involved at each phase of needs assessment in gathering data, classifying needs, establishing priorities, and identifying resources.

If education is to be a true reflection of the many concerns, talents, and resources that surround it, then a needs-assessment process becomes necessary to implement quality instructional programs in the schools.

In conclusion, much credit must be given to those consultants from the Bureau of Compensatory Education Program Development who either worked with the technical assistance teams during the needs-assessment process or presented regional workshops to compensatory education personnel.

Practical Application of a Needs Analysis

Norwalk-La Mirada Unified School District
Louis G. Zeyen, Superintendent
Keith Shattuck, Compensatory Education Project Director
Frank A. Lopes, Area Director, Educational Services

The Norwalk-La Mirada Unified School District, located in southeastern Los Angeles County, serves 29,000 pupils of whom 29 percent have Spanish surnames. Compensatory education programs have been established in eight elementary schools, two intermediate schools, and three high schools. In 1973 the district received $570,000 in Title I funds. Under the new consolidated application, it is projected that this figure will increase to over $1,300,000 in 1974.

Collecting the Data

Norwalk-La Mirada has had an extensive testing program which provides a wealth of data for use in a needs assessment. Annual updating, computer analysis, and voluminous reporting to district, schools, and teachers have provided an excellent basis for the beginning of the assessment. In addition, the district has developed for principals an experimental questionnaire that focuses upon assessment of the staff, methods, and the perceived needs of the community. To complete this questionnaire, the principal must devise his own questions to elicit responses from the teachers and the community. School advisory committees have helped to identify community-perceived needs.

Too often the results of a district needs assessment produce a wealth of cognitive data and nothing that deals with the affective needs of students, parents, and teachers. When affective and cognitive data are brought together, any mismatch will usually identify the root cause of a problem.

Building the Program

The needs-assessment requirements of the A-127 consolidated application have resulted in a significant learning experience in problem solving for building-level administrators. Increased numbers of principals have been forced to take another look at the composition of their school population, its abilities, its achievements, and its problems; the training and expertise of the staff; and the needs of the community. This information must then be translated into a viable instructional program that begins to satisfy the assessed needs. Programs must be responsive to identified objectives and not to subjective judgments or historical precedent. The result has been a new awareness for principals, staff, and community. Principals are finally identi-

fying the many pupils who are in need, even though the school or the class scores on standardized tests are average or slightly below average. They are discovering that many of the children with school problems are in desperate need of medical, psychological, and social assistance. There is a growing awareness of the need for inservice education to bring the expertise of the staff to the desired level of performance that is required for the thrust of new educational programs. Principals are finding their own knowledge needs to be upgraded and expanded in the areas of learning theory and managerial and supervisory tasks.

A Comprehensive Needs Assessment

Santa Barbara City Elementary and High School Districts
Norman B. Scharer, Superintendent
Jennie T. Dearmin, Compensatory Education Project Director

In Santa Barbara the elementary and high school districts serve 17,400 pupils. Title I has been a part of the school program since 1966. With an entitlement of $393,537 for the 1972-73 school year, Title I provided 19 teachers, 24 teaching aides, a director, and a secretary. They served pupils in five elementary schools, two junior high schools, and one nonpublic school. Both elementary and secondary districts operated largely on a decentralized basis, with the Title I staff working as an integral part of each target school's program.

To prepare its consolidated application, Santa Barbara mounted a concerted effort, making needs assessment a top priority, organizing a task force, and employing a special consultant to manage the needs assessment and translate its findings into the consolidated application.

Establishing Needs

The task force first organized elementary and secondary committees composed of teachers, central office staff, and parents. After reviewing state guidelines and needs assessments from other districts, these committees met daily for three days and developed parent and teacher questionnaires for collecting information regarding the following needs: reading; mathematics; inservice training; parent participation; intergroup relations; and auxiliary needs, including health, guidance, library, and speech. These instruments were immediately reviewed by school principals in joint meetings, then refined by the consultant into final form. The involvement of members of the community, teachers, parents, and principals in developing the questionnaires ensured their effectiveness. This process also established good communication regarding consistency in administering the instruments and the need for a rapid return of results.

In a two-week period all teachers, guidance personnel, school nurses, and 15 to 25 parents per school completed the questionnaires and returned them to the consultant. Principals also filled out questionnaires and wrote needs descriptions. During this same period the consultant collected information from over 24 other studies and sources available in the district and established, with district leadership, a system for setting needs priorities. The information from the needs-assessment questionnaires was analyzed for consistency against hard data from tests, surveys of pupil attitudes and self-concepts, and other appropriate information. Needs were next ranked on district and school levels.

Setting Priorities

An analysis of the information gained from all sources revealed the following needs ranked in order of priority.

1. Remedial instruction in mathematics
2. Remedial instruction in reading
3. Opportunities for all pupils to develop positive attitudes toward themselves, their peers, and their school
4. Inservice training to help teachers meet the educational and emotional needs of individual pupils
5. Provision for parent participation and close cooperation between home and school
6. Assistance for teachers and auxiliary personnel through provision of instructional aides
7. Assistance in developing material for use in the classroom

In one case a need was clearly indicated but only from a very small base of information. The district designated a separate task force to do an

in-depth study of this area and present a report with recommendations by the end of the year. This procedure is advisable when any area of a needs assessment shows a strong need but on a very narrow basis of information; when several substantial sources of information conflict; or when needs-assessment instruments fail to elicit required information in a vital area.

Needs Assessment in Language Arts

Hayward Unified School District
Raymond G. Arveson, Superintendent
Daniel A. Foster, Compensatory Education Project Director

The Hayward Unified School District, which is in Alameda County, serves 23,842 pupils in kindergarten through grade twelve at 45 school sites. Eleven of the schools are involved in compensatory programs. There are 2,554 pupils who are identified as participants out of a total elementary enrollment of 5,780. An additional 135 participants are enrolled in four nonpublic schools.

A grant of $1,177,056, which includes a Title I grant of $507,747, provides 112 full-time certificated and classified support personnel for the compensatory project. Support personnel include reading and mathematics resource teachers, resource counselors, school nurses, bilingual (Spanish/English and Portuguese/English) instructional aides, school-community liaison personnel, clerical staff, staff-development personnel, bilingual educators, and a project director. Closely allied to and integrated into the total project is a bilingual/crosscultural program funded by Title VII and AB 2284.

Establishing Goals

A comprehensive needs assessment mandated by the consolidated application was initiated even though time constraints tended to be a hindrance.

Each school, by means of its advisory committee structure, established desired goals, which were convertible to product objectives. Ten goal statements were submitted by each school in a prioritized list utilizing the Delphi technique. With a variation of Flanigan's critical incident technique, the top three goals were set as follows:

1. Improve the pupil's self-image in the school setting.
2. Improve the pupil's ability to function in the academic areas of language and mathematics, using a bilingual approach if necessary.
3. Improve home-school relationships in order to help the pupil in the first two areas.

Each school staff made a determination of its current situation in the following areas:

1. Performance, measured both by standardized tests as well as locally accrued information in language arts, mathematics, attitudes, and behavior of pupils
2. Support service needs in areas such as health, counseling, and library services
3. Racial and ethnic composition of the school's population and its possible effect on the program
4. Staff-development activities needed to ensure appropriate cognitive, affective, and psychomotor experiences for the project participants

Analyzing the Collected Data

The information gathered at the individual schools was collected and analyzed by the directors of compensatory education, staff and curriculum development, and research and federal projects; the consultant for program assessment; and the individual school principals. To illustrate the district's needs assessment, only one area, the pupil profile in language arts, will be described here. To determine need, the following procedures were taken:

The computer printouts for each school were inspected to ascertain (1) the number of pupils (by name) below quartile two; and (2) the number of pupils (by name) from homes where another language was spoken or from homes where the transition to English from another language was in process and where the other language was not used.

The principal was interviewed to determine if the data, as analyzed by the directors, were accurate. The principal in turn interviewed individual teachers to determine if the information supported their evaluations of the academic achievement of each pupil. If there were extenuating circumstances where the professional judgment

of the teacher differed from test results, this also was taken into consideration.

The principal and the staff of each school were asked to make written responses to the following items:

1. The number of students performing below grade level due to the lack of academic skills
2. The number of students whose performance could be "linked" to limited English-speaking abilities
3. The number of students who were monolingual, non-English speaking
4. The number of students who had negative self-images as indicated by referrals to the principal's office for class and playground disturbances, absenteeism, poor grades, parent concerns, vandalism, or malicious mischief
5. The number of students in need of medical, psychological, or counseling services

The information gathered was then compiled in a school needs study. The various needs studies were compiled and reported in the district's needs-assessment statement in the consolidated application. The needs-assessment techniques are continually being refined. All the resources of the district will be used to plan a viable program to meet the needs of the project participant and his family within the school setting.

Techniques for a Needs Analysis in a Cooperative Project

Sylvan Union Elementary School District
Carroll P. Clark, Superintendent

Stanislaus Union Elementary School District
Stan Little, Superintendent

Salida Union Elementary School District
Richard B. Meade, Superintendent
Paul Runsten, Compensatory Education Project Director

Sylvan Union, Stanislaus Union, and Salida Union, three elementary districts that serve as feeder schools to the Modesto High School District, have a history of cooperation over the past 7½ years, since the initiation of federally funded programs. During the last four years, the districts have been funded as a cooperative Title I project.

The Title I grant of $100,000 serves approximately 100 pupils in each target school. Each school is provided with the services of two specialist teachers and from two to four aides. A project coordinator for the three districts is responsible for coordinating the efforts of all staff members in developing project applications, program planning and implementation, and evaluation. He also assumes responsibility for budget and finance operations and for dissemination of information and articulation among the schools in the cooperative project. In this organizational structure three individual school districts with widely varying needs coordinate efforts to bring into being three individual programs.

Compiling the Needs Assessment

Personnel from the three districts shared in the writing of a cooperative project application for Title I and early childhood education funds. They spent three weeks compiling a comprehensive needs assessment, consulting with staff and community members about programs to meet the assessed needs, and writing the application. Each staff worked in its own school and met at least weekly for a month with the total cooperative group to share mutual concerns. State Department of Education personnel gave technical assistance. The outcomes of the research and planning, although reflecting the diversity of the individual school districts, were enhanced by the exchange of ideas.

Under the leadership of the project coordinator and the district superintendents, school and district advisory committees were formed for community participation in the establishment of a program for early childhood education. The Title I parent advisory committee served as a nucleus in the formation of the expanded committees. In committee meetings the parents and community members introduced ideas, responded to staff ideas, and approved the final plan.

The first task of the cooperative project team was to establish the procedures for identifying needs in the areas named in the project guidelines.

Needs-assessment data were gathered to construct profiles in the following areas: pupils, supportive services, community, and staff. Project personnel from each school determined needs for their particular school. The cooperative team then summarized the combined results and reported them along with averages and variances. Example: 36 percent of the pupils scored at or below quartile one in three of nine schools; the range was 27 to 62 percent.

Using Needs-Assessment Profiles

Standardized test scores in language arts and mathematics were used in all three schools to determine academic needs. Pupils at or below quartiles one and two were identified. At Salida, where there is a large Mexican-American population, observations of these pupils by teachers and principals were used to determine the need for improved oral communication and cultural integration.

In the three schools pupil attitudes toward themselves and school were assessed by a self-rating instrument and by teacher observations. In two schools prejudice toward ethnic groups was assessed by a true-false test. Ethnic-group conflicts were assessed by school records of problem situations and by teacher observations.

The school nurses and psychologists collected and compiled data concerning the supportive services profile. The nurses developed a form to record health data that would serve as a basis for assessing health needs. To obtain information the nurses surveyed the cumulative records and other available health records. One nurse did a nutritional survey of total food intake of 30 pupils for one week and a breakfast survey in 17 classes.

The school psychologists compiled a list of needs related to guidance. These needs were identified through a review of school records to determine the following:

1. Number of students referred for psychological services
2. Number of students with reading and mathematics problems
3. Number of students with suspected neurological problems
4. Number of students with suspected emotional problems
5. Number of students who were candidates for special education programs

In October, 1971, the Modesto City Schools Board of Trustees appointed a citizens' group to encourage public participation in school planning. The comprehensive community project, entitled Project Thursday's Child, attempted to discover parents' concepts of desirable educational goals. Through a series of neighborhood discussion forums, goals were determined. A questionnaire was sent to parents of every student in the high school district. The questionnaire asked the respondent to rank the goals in order of priority.

Efforts to establish a community profile at one school took the form of an evening meeting of parents and staff. Groups of five or six persons responded to the question: What things are keeping our school from doing the best possible job of teaching students? Initially, the group participated in "brainstorming" in response to the question. Each group then ranked its responses on a five-point scale. These ratings were summarized to develop priorities.

At another school parents and interested citizens met with the school staff and county schools office staff to establish goals and assign priorities to them. A survey of the parents of primary pupils was conducted to discover the societal factors that might affect the educational needs of these pupils.

The records of school principals and a staff survey composed of a self-evaluation rating sheet established the needs for staff development. At one school teachers responded to a survey covering the following topics:

1. Teacher needs (expertise and shortcomings)
2. Pupil behavior (problem areas)
3. Pupil health
4. Pupil attitudes toward learning, school, and each other
5. Use of aides
6. Community assets and liabilities
7. Supportive services
8. Parent education

Responses were then categorized into seven need statements, which the teachers ranked on a five-point scale.

At two schools staff members rated themselves on their need for inservice training in prescriptive and diagnostic skills, implementing individualized instruction, restructuring the curriculum for kindergarten through grade three, and the use of volunteer and paid instructional aides.

The comprehensive needs assessment formed the basis for the development of objectives and the formulation of educational programs. The cooperative project team will continue to operate during

the ensuing school year as it has in the past. The assessment instruments will be reevaluated and refined for future use within the schools and in other schools as they are added to the early childhood education program. The effectiveness of the various implementation plans based on the individual school assessments will be reviewed. The high degree of commitment to the cooperative project in the sharing of ideas and division of labor united staff members of the participating schools in their efforts to attain a common goal—quality education for each child.

Needs Assessment for the Consolidated Application

Ontario-Montclair Elementary School District
Jack J. Jones, Superintendent
Robert Bell, Compensatory Education Project Director
Lucile T. Robinson, Curriculum Consultant

The Ontario-Montclair Elementary School District has an enrollment of approximately 16,000 pupils in kindergarten through grade eight. The district is located in a suburban area with average opportunity for employment. The district's October, 1972, ethnic balance report indicated that 23.5 percent of the pupils had Spanish surnames, 2.6 percent were black, and 1.1 percent comprised other minorities. Total minorities within the district increased from 22.6 percent in 1970 to 27.2 percent in 1972.

The district can best be described as an average school district, but, like any average, the term describes no one of the district's 29 schools. This fact became a full-blown problem in determining data to be considered for inclusion in the needs assessment for the consolidated application form.

Two factors were apparent. The first was that the consolidated application included a needs assessment for Title I and another for early childhood education. The second was that, because components for Title I were slightly different from those for early childhood education, additional information would be needed.

Determining Focus

Three important decisions were made in determining focus for the needs assessment under the two separate divisions of the application. These decisions were as follows:

1. The needs assessment for the Title I portion of the application would relate to composite needs of the seven target schools, whereas the needs assessment for the early childhood education portion of the application would be particularized, where appropriate, to the three early childhood schools.
2. Needs statements would relate only to components and would be kept to a minimum inasmuch as needs statements generate objectives.
3. Up to three objectives would be written for each component.

Once these decisions were made, needs were classified according to component. Sorting was a lengthy process because a long list of needs had been identified from a number of sources including pre- and post-standardized tests, criterion-referenced tests, inventories, checklists, observations, anecdotal records, teacher and parent questionnaires, health records, psychological reports, opinion surveys, and State Department of Education requirements.

Establishing Priorities

The next step was to fix priority of needs, component by component. Only the most urgent needs were identified for inclusion in the A-127 report because those needs identified critical areas of concern.

At this point it was necessary to consider each need, if only mentally, in the context of the next step—that of formulating the objective in order to determine how evaluation was to be made. By limiting the conditions or circumstances, the priority of some needs did change. High-priority needs were not discarded but placed in the activities column in a subsequent part of the application in order to develop sequential planning that would ultimately allow the objective to be met.

Making the above projection of needs proved to be an important decision. If a high-priority need is discarded because the objective that the need

generates cannot be realized and, therefore, cannot be assessed, then the whole exercise has lost its focus. However, if that need is only postponed by placing it on a timeline in a sequential list of activities, it can ultimately be provided for. Planning for inclusion at a later date will not only focus on the need but will provide the kind of realistic time constraints that will allow for necessary preparation and implementation.

A high-priority need in mathematics might be to determine the achievement levels of kindergarten through grade three learners in mathematics in the absence of any kind of district assessment. The objective at this point is not to raise achievement levels but to provide baseline data for establishing achievement levels for implementation of individualized mathematics instruction. The method of assessment, whether to use standardized or criterion-referenced testing, for example, is built into the objective along with a reasonable date for accomplishment. The activities column, therefore, can be used to delineate the steps necessary for accomplishment of the objective over a period of time.

The need, therefore, would change in the next school year to one of establishing expectancy levels by quartiles according to the established baseline data. A further projection of the same need in subsequent years would be to move toward normal quartile distribution by sophistication of an enrichment curriculum.

The last step in completing the needs assessment is writing the needs statement. Establishing "what is" and "what is required" is as precise as the words imply. "What is" is as simple as: The district does not have any kind of baseline data on mathematics achievement. "What is required," simply stated, is: The district needs some way of establishing baseline data. The need is, obviously: The district needs to determine the achievement levels of kindergarten through grade three learners in mathematics.

The writing of the needs statement leads directly to the writing of the objective. In phrasing the objective, the needs statement should be kept in mind so that there is complete correspondence.

Summary

In summary, the district's planning sheet for the writing of the needs assessment included the following steps:

1. Decide to report a composite needs assessment for the Title I portion of the application.
2. Decide to report an individualized needs assessment for the early childhood education portion of the application.
3. Use a variety of instruments to survey needs.
4. Classify needs by identified components.
5. Fix priority of needs by components.
6. Identify two or three needs for each component according to priority ranking for inclusion in the application.
7. Write the needs statement in the following three steps: (1) what is; (2) what is required; and (3) statement of need.
8. Place less urgent needs in the activities column so that step-by-step planning can take place toward accomplishment of the objectives.
9. Write the appropriate objective from the statement of need, remembering that every objective must be accomplished as stated.

Needs Assessment for Sound Program Planning

San Lorenzo Unified School District
Paul D. Ehret, Superintendent
Dorothy Cravens, Compensatory Education Project Director
Gordon Fake, Director, Elementary Instruction

San Lorenzo Unified School District, located in southern Alameda County, serves about 15,000 pupils. The district experienced rapid growth during the 1950s and is now experiencing an enrollment that is declining at about 3 percent a year. San Lorenzo has always been a low-wealth district with a very high tax rate and a low tax base.

The district has 26 schools. The Title I program operates in five kindergarten through grade six schools and one nonpublic school. The Title I allocation for 1972-73 was $163,764. There are five additional schools with Miller-Unruh programs. Each Title I school has a mathematics and reading resource teacher and additional personnel in areas of guidance, counseling, and psychological services.

Determining Needs

The district's needs-assessment process is the essence of sound program planning. In January, 1970, the school board appointed a committee to assess existing school programs, revise the district philosophy, develop goals and objectives, and act as an advisory group to the district staff on an ongoing basis. Representative parents, teachers, administrators, and classified personnel were invited to participate. Parents have always constituted a majority of the committee. High school students met with the committee at various times.

The needs-assessment committee accomplished its original objectives in two years. One of the outcomes that has been very helpful in conducting recent needs surveys is that the committee set goals for the district in order of priority. This has given the staff a direction in which to concentrate the needs-assessment process.

The primary and secondary sources of data used to conduct the needs assessment were racial and ethnic surveys; census data; AFDC counts; transiency rates; minutes of meetings; state and district standardized test scores; and informal test scores, such as those obtained from criterion-referenced tests, developmental profiles, interest and attitude inventories, and student conferences.

Some of the most useful data came out of the discussions held by the staffs at the local school level during the process of completing a simple needs-assessment survey form. Each staff held a "brainstorming" session to determine its school's greatest need. Needs were identified in all areas of the program but were required in the areas of reading, language, mathematics, student attitudes, parent involvement, and staff development. The form provided for recording data stressed the problem-solving approach by stating an existing condition; stating the desired condition; stating a prescription of how the discrepancy between the existing and desired conditions could be corrected; and stating the method of evaluation.

The results of these assessments were sent to the central office for compilation. The results, for the most part, confirmed needs as determined by test score and other hard data. Other needs did emerge, however, that the additional hard data did not reveal. These were the need for certain kinds of materials; the need to modify student attitude and behavior; and the need for better communication between district office and schools and between grade levels.

Two specific areas assessed were reading development and language development. In gathering performance data from test results, the factors considered were number of pupils, class range, class average, state or national norms, and difference between class average and the norm. Pupils were screened for placement of correct instructional and independent reading levels by means of a district test and the Graded Word List: Quick Gauge of Reading Ability (San Diego Test of Reliability). Level of vocabulary development was evaluated by using the Peabody Picture Vocabulary Test. Data on the mechanics of English were collected by administering district-graded language arts tests.

Evaluating the Program

An item analysis of standardized or informal tests is important in evaluating the program as well as individual performance. Other factors to be considered are individual learning styles, learning rates, and materials that satisfy the individual differences. As the data are collected and considered, the need to adjust or alter the program becomes apparent. Through this process a program is prescribed to meet the individual needs of each pupil.

The needs-assessment process and its implications to program planning mandate the emphasis on both staff development and parent involvement. The school staffs function at different levels of development in this needs-assessment process. As school personnel and members of the community work together, an ongoing inservice program will help establish a greater understanding and bring refinement to the entire process of program improvement.

The needs assessment relies primarily on objective, accountable data. Although this is and should be the primary source of information for determining needs, subjective and intangible feelings can also be helpful. Consultants and psychologists are especially alert to serious problems and needs that may not show up in hard data. In this district a particular problem was the frustration teachers experienced in working toward an individualized program. This problem never showed up in surveys or other data, but it was present and it became a serious obstacle to program development. Such subjective data should be reinforced by information from several sources. Material from one source can be subject to bias and misinterpretation.

In the San Lorenzo Unified School District, the needs-assessment process has been used to systematically and objectively determine priorities so that time and resources are allocated to the pupil's advantage.

Preparing a Needs Assessment

Oxnard Elementary School District
Doran W. Tregarthen, Superintendent
David Meaney, Compensatory Education Project Director

The Oxnard Elementary School District has an enrollment of approximately 9,300 pupils. On the basis of the most recent ethnic census study, 50 percent of the pupils have Spanish surnames, 11 percent are black, and 2 percent are Asian.

To prepare the consolidated application, the district completed a comprehensive needs assessment based upon a variety of formal and informal instruments.

Gathering the Data

The primary-source data to determine the academic needs of the pupils in the district were drawn from the Cooperative Primary Test administered in the primary grades; the California Test of Basic Skills administered in grades four through eight; the Language Dominance Index provided by the California State Department of Education; the Evaluation of Integrated Education in Desegregated Schools, prepared for the Oxnard School District by the Western Regional School Desegregation Project at the University of California at Riverside; and a comprehensive assessment of educational needs determined by parents, professional staff, and pupils using an instrument prepared by the Northern California Program Development Center at California State University, Chico.

A needs assessment in the area of health and guidance services was provided by data from a district-level vision and hearing screening program, an analysis of the health referrals submitted to the school nurses by classroom teachers, and a compilation of counseling and psychological referrals submitted by the professional staff during the 1972-73 school year.

An assessment of the community was completed by securing statistical data concerning employment, annual income, and related information from the Department of Human Resources Development. The racial and ethnic composition of the community was determined by a thorough survey of the pupils enrolled in the schools of the district. Data concerning the number of substandard housing units within the city were obtained from the city of Oxnard. Information concerning health problems within the city was provided by the Ventura County Health Department. Statistical data relating to juvenile arrests, including information identifying the frequency rate for specific offenses, were obtained from the Oxnard Police Department.

Evaluating the Program

Members of the professional staff were assessed by the principals at each of the district's 14 schools. Valuable data for this assessment were obtained from the *Evaluation of Integrated Education.* This document, one of the most valuable and comprehensive sources of information in establishing a reliable needs assessment for the district, was prepared by the Western Regional School Desegregation Project at the University of California at Riverside.

Each school district participating in the evaluation program receives three reports.

Report I relates to student attitudinal and structural variables. Two types of attitudinal variables are measured: attitudes involving self and attitudes toward one's own ethnic group as well as other ethnic groups. The structural variables have to do with patterns of friendship within the classroom setting. Report II is concerned with the characteristics of the learning environment. This report analyzes teachers' attitudes toward pupils and parents, the nature of the school program, staff roles, parent participation, and so forth. Report III is an interpretive report.

Study Design

The unit evaluated in the study design is the individual school, not the individual pupil or teacher. All information is collected so that average scores for each school can be calculated. The profile for each school is based on the average score achieved for that school. All school scores are standardized so that the mean value is 50 and the standard deviation is 10. Thus it is possible to make direct comparisons between the relative positions of a particular school on different scales.

In addition to the profiles included in the summary report, the school district receives a comprehensive computerized profile of the position of each school on the individual scales compared with other schools in the district. The

district also receives a one-way analysis of variance for each school comparing the average scores of children of each ethnic group in the school on each of the variables. This information should enable the staff of each school to study the group differences within their student body and to compare the position of their school in relation to other schools in the district and to other schools participating in the study.

Explanation of Attached Profiles

The profiles for individual schools attached to the summary report present a concise picture of the position of each school in relation to all 55 schools in the study. The profiles, which are based on standard scores, compare the scores of each school with all the other schools in the sample.

Pupil Attitudinal Variables

Eight pupil attitudinal variables are measured in the questionnaire. They are as follows:

Self concept. In this series of questions, the pupil is asked how often he does things as well as other boys and girls.

Attitudes of others. This is a measure that seeks to discover the pupil's perception of how others regard him.

Attitude toward school. This series of questions asks the pupil how often he has certain feelings about school.

School anxiety. The pupil is asked how often he worries about various school situations.

Status anxiety. This measures the extent to which a pupil feels anxiety or fear about his relative status in a school situation.

Locus of control. This is a measure of the extent to which the pupil feels he can control his own success in school.

Educational expectations. This consists of a series of questions asking the pupil how far he plans to go in school.

Occupational expectations. The pupil is asked what kind of job he will probably have when he grows up.

Friendship Choices

A list of the names of the pupils enrolled in each classroom is placed on the board and numbered. Each pupil is asked how often he likes to do things in class with other pupils. Pupils are classified by ethnic group, and the average score given the pupils of each ethnic group by the pupils of every other ethnic group is calculated for the entire school.

Involving the Whole Community

Another instrument used by the Oxnard Elementary School District to develop its needs assessment was a model program for community and professional involvement. This instrument, which was created by the Northern California Program Development Center, can be used to establish educational goals and objectives, including a comprehensive assessment of needs.

Basically, the detailed program consists of a series of strategies whereby a school district may develop educational goals and objectives in a format compatible with current legislation. The program provides a five-phase program for the involvement of members of the community, the professional staff, and the pupils.

Determining Goals Through Needs Assessment

Moreno Valley Unified School District
Ralph E. Kellogg, Superintendent
O. W. Miller, Assistant Superintendent, Educational Services
Sylvia S. Ginwright, Compensatory Education Project Director

The Moreno Valley Unified School District, located immediately southeast of Riverside, serves 6,500 pupils. There are six elementary schools, a junior high school, a senior high school, a continuation school, and an adult education high school. The Title I grant is $113,839, and the per pupil expenditure is $379.

Assessment of Needs

Failure is very costly—to the community, to parents, and especially to the pupils who fail. The school community team in Moreno Valley could no longer afford to pursue an educational program based primarily on historical precedent, for this offered little assurance that what was being

achieved was appropriate, relevant, or even desirable. Criteria in the form of desirable results for the pupils were needed to provide a basis upon which existing programs could be evaluated and new programs introduced.

The essence of the district's assessment model was the translation of needs into educational goals. These goals then served as a basis for program development. A comprehensive program was developed in a sequence of six steps as follows:

1. Describe "what is."
   - About 30 percent of all elementary school teachers have formal or inservice training in diagnostic and prescriptive techniques.
   - Less than 4 percent of the parents are presently involved in school advisory committee meetings or in overall planning at the district level.
2. Describe "what ought to be."
   - All elementary school teachers should have formal or inservice training in diagnostic and prescriptive techniques.
   - More parents should be involved in school advisory committee meetings or in overall planning at the district level.
3. Subtract "what is" from "what ought to be" to identify need.
   - Seventy percent of the total elementary teaching staff must be trained in diagnostic and prescriptive techniques.
   - By June, 1974, parent involvement will be increased.
4. Develop goals.
   - Increase staff training in diagnostic and prescriptive techniques.
   - Increase parent involvement.
5. When goals are identified based on an assessment of a discrepancy between "what is" and "what ought to be," develop objectives that correspond with these identified goals. Examples are as follows:
   - When they have been instructed in the necessary techniques, all project teachers will achieve a minimum preestablished gain in their ability to diagnose individual learning needs and prescribe programs for project participants.
   - Parents of project participants will present ideas and make contributions to the program. This participation will be evidenced by a mean score greater than three on the comprehensive parent involvement evaluation instrument.
6. For each identified need generate means for reducing the discrepancy between "what is" and "what ought to be."
   - Increase staff training in diagnostic and prescriptive techniques by identifying staff strengths and weaknesses, designing inservice programs, and examining participants before and after tests.
   - Increase parent involvement by enabling parents to define their roles as they pertain to the children in the project, participate in classroom activities, and present ideas.

Determining Preferences

Two other techniques were used for gathering preferences on educational goals. Open-ended questionnaires were sent to parents of school-age children asking them what behaviors they would like their children to exhibit at the end of 12 years of school. A cross-section of businessmen, members of the community, parents, teachers, and pupils rated and prioritized educational goals according to their perceived importance.

When these ratings were averaged, an estimate was obtained of how important each group believed the stated goal to be. An important requirement in any large-scale needs assessment is that "person" and "item sampling" techniques be employed. In "person sampling," responses from clusters of individuals were used to reflect those of an entire group. "Item sampling" permitted different individuals to rate or rank the goals to be considered. Although responses varied with the different groups consulted, by employing the two preceding methods, a reliable estimate of group preferences was achieved and time was saved in securing the data.

A scheme for attaining educational goals is illustrated in Fig. 8.

Teachers and administrators at each project school conducted a comprehensive needs assessment for each component. Priorities for each component were rated by advisory committee members, teachers, and school and district administrators. Some of the procedures used to determine needs are shown in Table II.

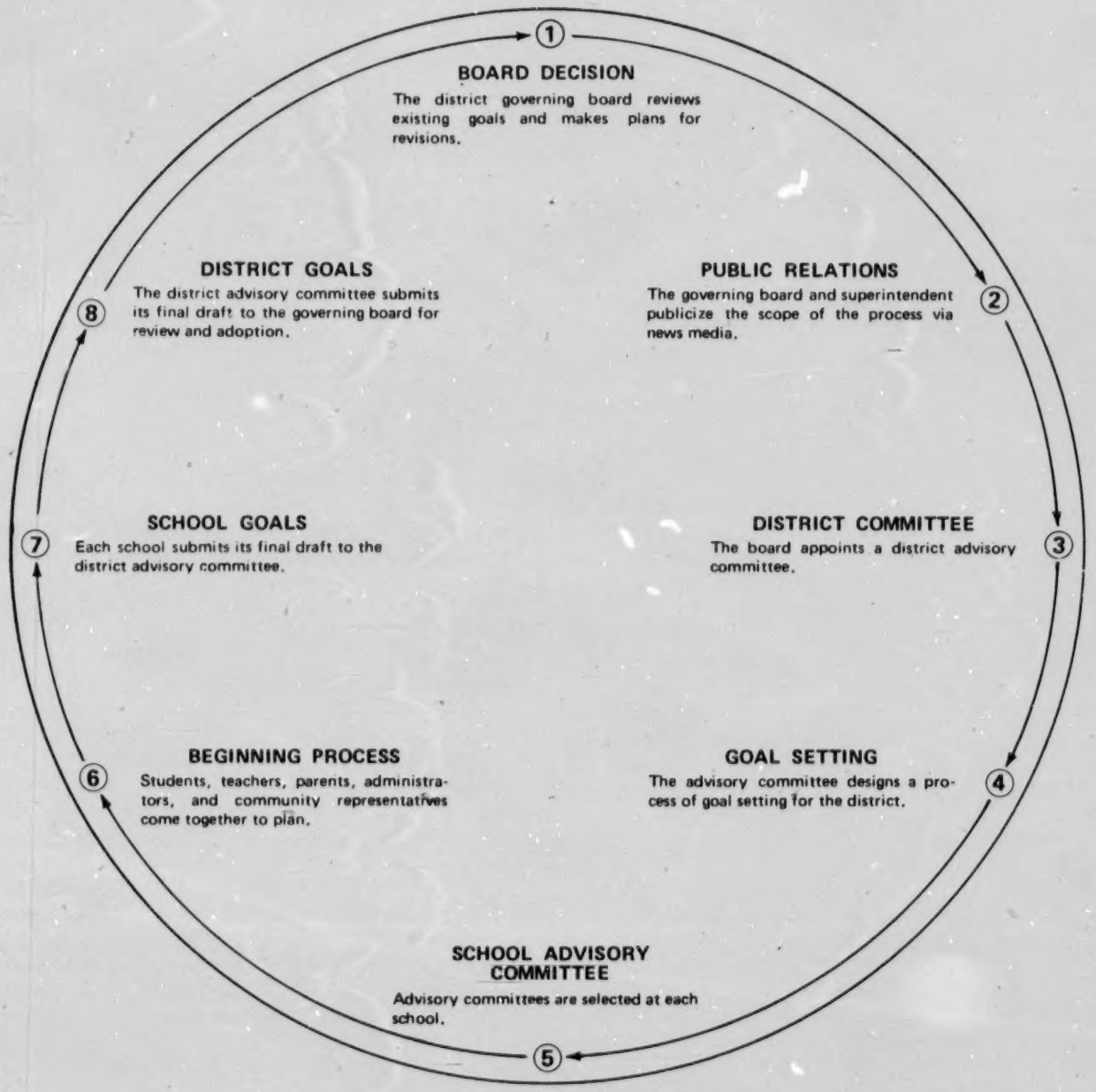
1
BOARD DECISION
The district governing board reviews existing goals and makes plans for revisions.
2
PUBLIC RELATIONS
The governing board and superintendent publicize the scope of the process via news media.
3
DISTRICT COMMITTEE
The board appoints a district advisory committee.
4
GOAL SETTING
The advisory committee designs a process of goal setting for the district.
5
SCHOOL ADVISORY COMMITTEE
Advisory committees are selected at each school.
6
BEGINNING PROCESS
Students, teachers, parents, administrators, and community representatives come together to plan.
7
SCHOOL GOALS
Each school submits its final draft to the district advisory committee.
8
DISTRICT GOALS
The district advisory committee submits its final draft to the governing board for review and adoption.

Fig. 8. Scheme for attaining educational goals

TABLE II

Needs-Assessment Procedures

Component	*Procedures used*
Language development. Needs of pupils who are underachieving in reading	Analyze test results. Survey teachers to identify reading problems. Evaluate degree to which programs emphasize diagnostic and prescriptive approach.
Mathematics. Needs of pupils who are underachieving in mathematics	Same as above
Auxiliary services. Health and nutritional needs of pupils	Collect data from district nurse and psychologist and local physicians and dentists.
Parent involvement. Needs of parents, school, and community to work together on school program	Survey parents on their educational needs, skills, and availability as aides. Hold open hearings. Increase parent contact.
Intergroup relations. Needs of the local district to familiarize pupils with the social, economic, and artistic contributions made by members of ethnic groups	Survey minority parent involvement. Interview pupils concerning their attitudes about other ethnic groups.
Staff development. Staff needs, training requirements, professional growth, and affirmative action planning	Interview principal and staff about their needs. Use Delphi technique to establish priorities. Collect data on minority hiring.
Management. District organizational needs	Survey management needs at district and school levels.
Vocational education. Need to devise a strong vocational training program that is relevant to present job opportunities	Survey job performance requirements as compared with district's vocational education program. Survey members of community regarding awareness of the career education program. Study local job market requirements and job availability.
Finance. Need to practice effective accounting methods	Collect data from accounting office.

The Outside Evaluator in the Needs-Assessment Process

Kings Canyon Joint Unified School District
Roger Freet, Superintendent
Charles Hertzler, Compensatory Education Project Director

The Kings Canyon Joint Unified School District, located approximately 25 miles southeast of Fresno, serves 5,500 pupils. The Title I grant for 1972-73 was $191,554 for programs at six schools with 1,285 participants.

The administrative organization at the district level is maintained on a task force basis. The district office is arranged as open space for convenient and effective communication in this process. The task force components for operation of all identified programs within the district include program planning, fiscal management, program implementation, and evaluation.

Establishing Needs

Within this administrative framework the needs assessment for the 1973-74 consolidated application has been developed. Administrators, teachers, parents, and pupils were involved in the needs assessment. Instruments utilized included achievement tests in reading and mathematics; criterion-referenced tests in reading and mathematics; and a locally developed discrepancy instrument for parent-staff involvement to identify needs being met versus needs not yet met. The observations of the teachers, nurses, psychologist, home-school coordinator, adult education administrator, and district-contracted outside evaluator were incorporated in the study.

Ironically, high on the priority list of needs that emerged was the need to broaden and improve the needs-assessment process. Plans for the 1973-74 school year call for the district to create an evaluation coordinator's role within the district office; create and organize a data bank of information about the pupils, staff services, and home conditions; and continue to use the impartial expertise of the contracted outside evaluators for monitoring the ongoing needs assessment.

The data bank system should be an organized, efficient means of storing, recalling, and revising pertinent information for the needs-assessment process. Information collected will include standardized and nonstandardized test data, rating and attitude scales, observations, advisory committee data, check sheets, and related project data. Feedback to staff and parents will provide a basis for frequent review of objectives established out of the identified needs and community goals.

Ongoing Process

As greater emphasis is placed on the role of the evaluator, meaningful needs assessment will become an ongoing daily process within the cycle of program planning, program implementation, and program evaluation.

The inside-outside assessment and evaluation process seems to offer the best of two worlds in improving services to the pupils: namely, the informal, personal, and frequent involvement of persons within the district in identifying needs in order of priority; and the objectivity and catalytic benefit of an outside research firm in the more formal evaluation reporting.

An Approach to a Comprehensive Needs Assessment

Glendale Unified School District
Burtis E. Taylor, Superintendent
David C. Smith, Compensatory Education Project Director

The Glendale Unified School District serves a population of 170,000. The Title I grant for 1972-73 was $304,854 for programs at seven target schools with 740 participants. The project is characterized by prescriptive and diagnostic instruction, media centers organized by coded objectives, learning centers, and libraries to maximize the availability of learning alternatives for individualized, continuous progress instruction. The Southwest Regional Laboratory Kindergarten Program and a criterion-referenced reading and mathematics program in grades one through six provide a learning management system for continuous progress with performance-based instruction.

Forming a Team Effort

An approach to comprehensive needs assessment was developed through the combined efforts of the district needs-assessment team and the State Department of Education technical assistance team. The district approach was further elaborated to represent three levels of operation: district operations; funded project operations, including Title I, Title II, vocational education, and early childhood education; and consolidated application operations. The team was made up of district directors of instructional support systems, pupil personnel, elementary education, and secondary education; staff from each funded project; and teachers and principals from the target schools. With several district and funded projects already in process and at different stages of development, a major task was to attempt to bring these activities together within a system that would maintain data integrity and still be comprehensive enough to provide a broader and more economical data base.

The needs-assessment team identified four major tasks as follows:

1. Identify and describe major needs-assessment activities.
2. Develop a system to interface separate activities and compare data collected by operation, type of data, grade level, and by special activities for each of four general areas of need: student population needs, auxiliary and support services needs, community needs, and program needs.
3. Describe and list by the four general areas of need the appropriate indicators of need, the status of data on hand, and procedures for collection of data not on hand.
4. Develop a schedule of assigned tasks, turnaround reports, and dissemination responsibilities.

Using Existing Programs

Several needs-assessment activities were already in progress. One of these, the national Right to Read assessment model, was modified to include component needs of mathematics and intergroup relations at each target school. The needs-assessment process included the systematic development of an inventory of total school resources related to reading, mathematics, intergroup relations, and inservice training. The results of the needs assessment were analyzed by the district to compare priority rankings. Meetings were held with parents to receive input, and anecdotal records of these meetings were forwarded to the district.

Existing district and Title I data, including standardized test scores, health and guidance records, 1970 census records, AFDC lists, and an instructional materials survey were assembled and reviewed. Surveys were conducted to establish the extent of language deficiencies among minority children. Attitudes and interests of pupils were assessed through surveys of teachers and Title I target school records of pupil interest.

An evaluation was made of the results of a unique summary and school-by-school analysis that had been made of needs incorporating district pupil personnel data and school administrator statements into a graphic representation of each school's unique configuration of needs. This report summarized the alignments of teaching personnel, materials, facilities, volunteers, and staff age and experience; the patterns of attendance of students, excused absences, and referrals for health and guidance services; and the patterns of income of parents, single parents, and non-English speaking parents that helped characterize each school community.

At the community level, citizens' needs were surveyed by a goals project steering committee through both an opinionnaire mailing and community meetings. These were designed as a phase of the goal-setting process from which subgoals could be translated, sets of program objectives derived, and priorities for actions established. Responses were tabulated and summarized on goal cards by the data processing division. Each goal card included a report for a total sample and eight dimensions of community perspective by majority and minority group, by income, and by age. The cards summarized a mean rating on a scale of 1 to 5, a standard deviation, an emphasis factor, and a ranked position. In this manner data of a convergent nature were collected and compared to divergent data obtained from community meetings held in three areas of the city. At these meetings citizens were asked to rate goals, to discuss their ratings in small groups, and to come to conclusions as a larger group. From these two sets of data a listing of goals was tentatively proposed.

Interfacing Activities

Concurrent with the identification of assessment activities in progress, work was begun on a system to interface separate activities that would meet the following criteria:

1. The system would include product and process data with sufficient breadth and perspective.

2. The system would attempt to locate progress toward goals and objectives within an operation and would attempt to avoid duplication of effort.
3. The system would identify a series of events at each level of operation and would interface data at critical junctures.
4. The system would require each operation to produce an effect on the others.
5. Resultant program planning, development, and evaluation would be responsive to controls required by the federal, state, and district agencies and by various advisory groups.

Data Processing and Analysis

The system for data processing and analysis that was selected to bring together separate sources of data was comparable to and based upon Stufflebeam's feedback loops.* A feedback control loop for a comprehensive needs assessment is shown in Fig. 9. The five assessment steps, which were repeated for each level of operation, are as follows:

Blocks 1, 10, 15. Activities involving district programs, funded projects, and consolidated application operations

Blocks 2, 6, 11. Activities involving the collecting and organizing of data including testing, surveys, and opinionnaires; anecdotal records of parent meetings; Right to Read assessment; goal determination; and school-by-school profile

Blocks 3, 7, 12. Data analysis activities including study of relationships among project needs, comparison of data, and definition of problems

Blocks 4, 8, 13. Decision-making activities including tentative listing of goals; ranking of priorities; and reviewing of operational guidelines, regulations, and advisory committee feedback

Blocks 5, 9, 14. Implementation activities including writing needs assessment and ranking needs

*Daniel L. Stufflebeam, "A Depth Study of the Evaluation Requirement," *Theory into Practice*, V, No. 3 (June, 1966), 121-33.

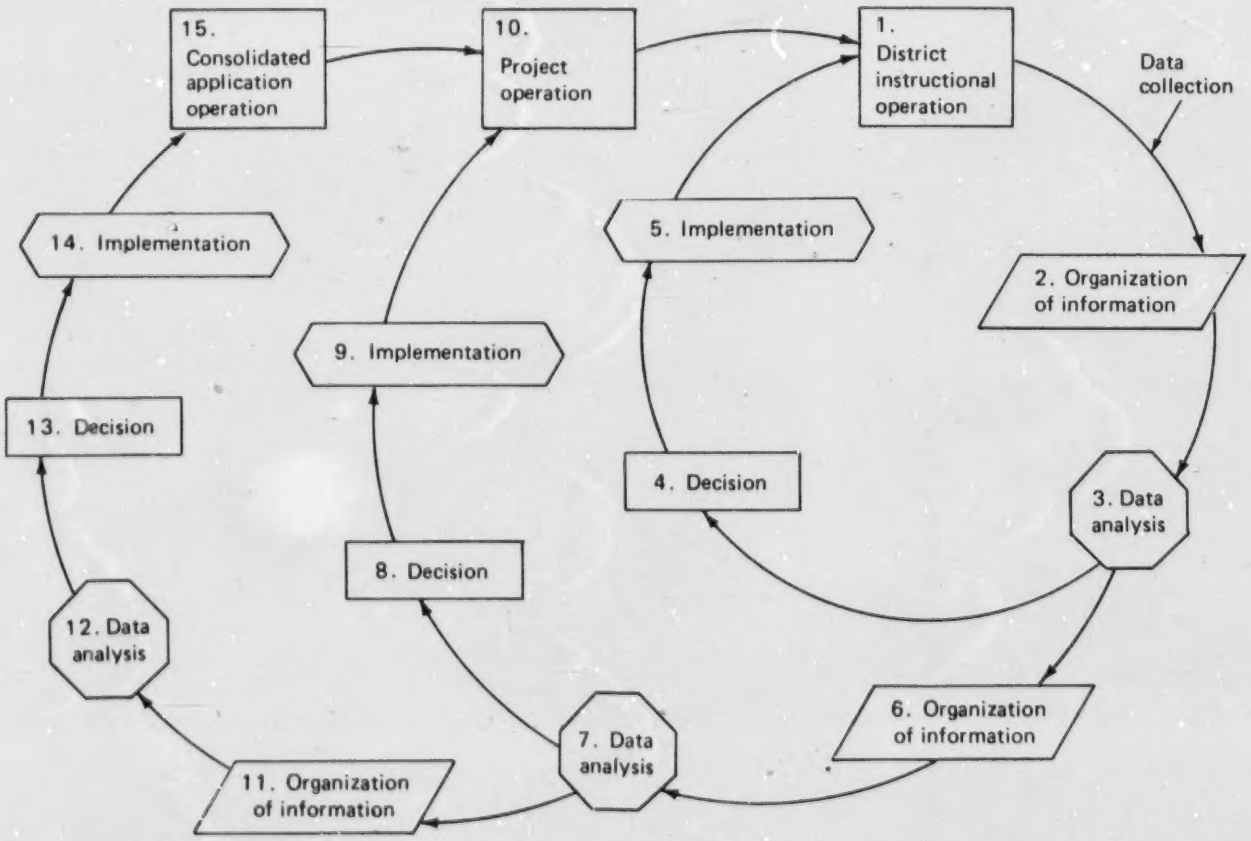

Fig. 9. Feedback control loop for comprehensive needs assessment for the consolidated application

A Needs-Assessment Model

National Elementary School District
Sidney J. Colvin, Superintendent
Delton C. Reopelle, Compensatory Education Project Director
Joyce O. Krutop, Director of Program Development

The National Elementary School District serves 4,673 pupils in a preschool through grade six program. The pupil-teacher ratio in the nine elementary schools of the district is 27:1. The Title I entitlement for the 1972-73 school year was $210,733, and the anticipated amount of funding for compensatory education for 1973-74 is $509,840.

To expedite the process of establishing educational goals and objectives based upon identified needs, the district designed a needs-assessment model. The form outlining the model is detailed and generic in nature. The workbook design of the form makes it possible to state the district goal for which the process is being undertaken and then, in a step-by-step process, attend to the following areas: description of the present program; statement of need; identification of the most suitable alternative solution; and the development of four subcomponents—auxiliary services, parent involvement, intergroup relations, and staff development.

Preparing the Assessment Team

For training and articulation purposes, a district needs-assessment team was formed and trained. The five-member team spent approximately six hours at each school for the purpose of training the site administrator and his staff in the use of the needs-assessment model.

The district needs-assessment team and the site administrator worked with the reading specialist, counselor, psychologist, nurse, and at least one teacher representative from the upper elementary grades. When these key persons were thoroughly familiar with the process, they started the needs assessment for the school, involving all certificated personnel and parent representatives.

Each site administrator conducted a series of group meetings with his total staff for maximum input. The actual amount of time spent on the needs assessment varied from school to school; however, it is estimated that ten hours would be a minimum. Parents were included in some group meetings, and more than 500 parents responded to the bilingual questionnaire, which is part of the needs-assessment model. The questionnaire was circulated by bilingual community aides so that responses came in both Spanish and English.

The district's needs assessment was a reflection of where the district is in relation to the goals recently revised by a representative community task force and adopted by the governing board on February 1, 1973.

Using a Model

An overview of one section of the district's needs-assessment model is shown in Fig. 10. The pages vary in size for the express purpose of alerting the participants to the next step in the process and its relation to the overall activity. A 60-minute inservice videotape, entitled How to Conduct a Needs Assessment, has been prepared for the purpose of training administrators to use this needs-assessment process.

The steps that each site administrator used in conducting the needs assessment were as follows:

1. Discuss with staff and parents the desirability of a needs assessment.
2. Organize various task forces, and establish a timeline.
3. Conduct needs assessment with various groups, and establish priorities in the following manner:
   - Identify district goal, and determine goal indicators. See page 1 in Fig. 10.*
   - Describe fully the existing program (page 2).
   - Determine the discrepancy between what ought to be and what is, in relation to the district goal (page 3).
   - Refine the need by examining causes, symptoms, and the like; study related research; and identify constraints. At this point alternative solutions are generated and the "best" solution is chosen (page 4).
   - Describe the identified alternative solution (page 5).
   - Develop the subcomponents and auxiliary services, page 6; parent involvement, page 7; intergroup relations, page 8; and staff

*All page numbers refer to those used in the figure.

development, page 9. Note that the subcomponents are developed only to the extent that they relate to and support the alternative program described on page 5.

- Determine the priorities regarding materials and personnel for budgeting purposes (page 10).
- Plan the evaluation, both formative and summative (page 11).

4. Complete the form, and submit it to the district needs-assessment team.

When each school completed its needs assessment, a district composite was made. Future program and staff structure is now being developed for each school and for the district, based on the information obtained by the needs assessment. This process, which is a total district activity, will be cyclical in nature, with a needs assessment being done each spring.

The needs-assessment process has been successful in identifying needs and establishing priorities. In addition, it is very effective as a staff-development tool. The needs-assessment process itself helps the administrator and staff members to become more systematic regarding problem solving and more receptive to management by objective.

By using this model a site administrator is able to complete the intended process of a needs assessment involving his total staff and representatives from the community. A school staff can identify problem areas and organize the concomitant priorities. The results gathered from the needs assessment can provide a framework for program development and fund allocations.

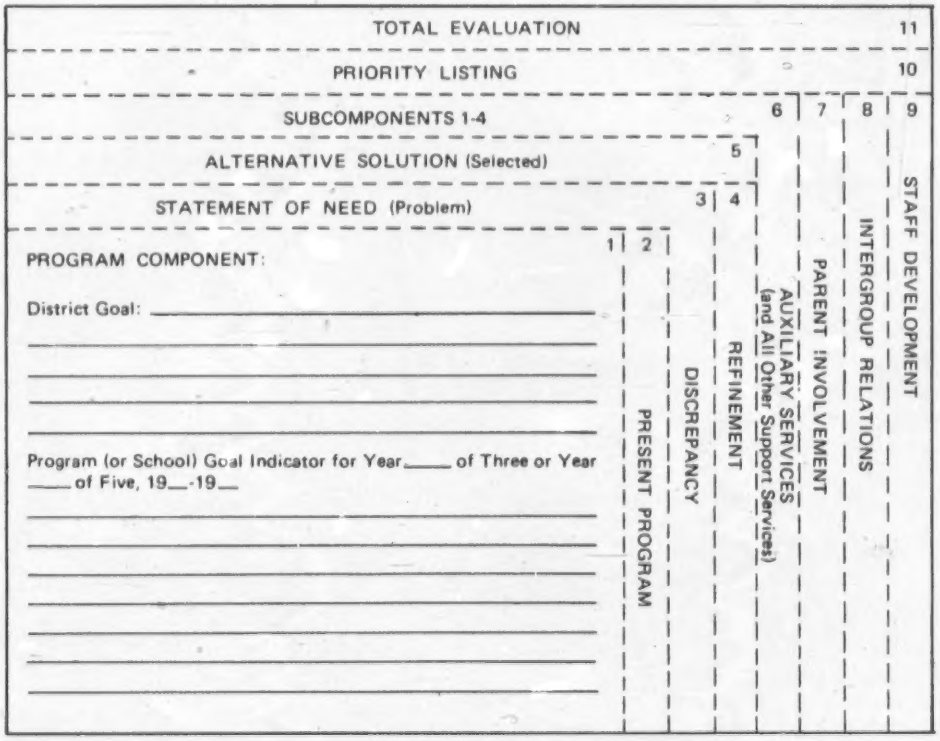

Fig. 10. Overview of one section of the needs-assessment model

Needs Assessment: A Community Profile

Mountain View Elementary School District
Charles T. Kranz, Superintendent
James DiPeso, Compensatory Education Project Director

The Mountain View Elementary School District serves 5,670 pupils, 56 percent of whom have Spanish surnames. In 1972-73 the Title I grant was $330,498 for 1,696 pupils. Three kindergarten through grade six schools have been designated total Title I target schools with 1,000 pupils classified as project participants.

The predictors of scholastic failure among elementary pupils have been identified as minority enrollment, index of family poverty, pupil mobility, and rate of staff turnover. To develop a district needs assessment, current information concerning all of these components had to be secured.

Community Profile

To adequately formulate a parent participation component and to provide background information for the comprehensive health section of the auxiliary services component, an accurate community profile had to be constructed.

The following areas were selected for intensive study: unemployment frequency, number of families receiving some type of aid, ethnic composition of the community, economic levels within the community, and average incomes.

Information on unemployment in the immediate area was obtained from the State Department of Human Resources Development. Information on welfare recipients was provided by the Los Angeles County Department of Public Services. The U.S. Department of Immigration provided general data on the number of illegal and legal aliens in the state and county.

Parent Survey

The results of parent surveys indicated the attitudes of parents toward the program. Desires were expressed to become volunteer aides, paid aides, or members of the advisory committee or evaluation team. Some parents were interested in curriculum planning; others wished to participate in workshops.

Once all the information had been accumulated, the district could better understand and plan to meet the needs of the pupils, their parents, and the community.

Evaluating Needs for the Consolidated Application

San Jose Unified School District
Charles S. Knight, Superintendent
Marcus Ortiz, Compensatory Education Project Director
Lillian Barna, Coordinator, Project TREND

San Jose Unified School District provides educational programs for 38,000 pupils at 34 elementary schools, five junior high schools, and five senior high schools. The district serves downtown disadvantaged areas as well as suburban affluent sections. Enrollment in the downtown target schools approaches 16,200 pupils.

Although approximately 25 percent of the total school population in San Jose is Mexican American, the schools in the target areas have a pupil population that is 58 percent Mexican American. In some schools, the enrollment of these pupils is as high as 85 percent.

Preparing for the Consolidated Application

The ethnic composition and the economic and educational achievement levels of the pupils in 18 of the downtown schools make them eligible for a number of compensatory education programs. Among the many programs operated at these target schools are Title I, R-3 (state-funded junior high school demonstration program in reading and mathematics), Miller-Unruh, and TREND (Targeting the Resources on the Educational Needs of the Disadvantaged). San Jose Unified is one of the five districts initially invited by the U.S. Office of Education to participate in TREND, which was a

trial effort to consolidate all specially funded programs in a more resourceful and efficient manner. It was hoped that this would lead to the design of a comprehensive program that could be handled by a single application to one agency. San Jose Unified was able to prepare for the consolidated application through TREND.

The experience gained in conducting a needs assessment among the nine participating schools during the first year of TREND and the inservice training of administrators in comprehensive program planning provided the foundation upon which a plan could be designed for the development of the consolidated application at the 22 presently eligible schools.

Developing a Plan

The first step was to form a technical assistance component that would help the schools in their development of the consolidated application. The plan included the following:

Phase I—Orientation of school staffs, district advisory committee, and parent advisory committees

Phase II—Inservice workshops for staff and parents

Phase III—District and school needs assessment

Phase IV—Local school program planning

Phase V—Evaluation design

Phase VI—Compilation of the district consolidated application

Following the orientation of school staffs and parents to the A-127 consolidated application, inservice workshops were conducted for the staffs and parents in needs assessment, program planning, and evaluation. Members of each school's A-127 task force also attended these workshops. Each inservice workshop served as a springboard for tackling new tasks in the A-127 development program.

The needs-assessment phase was probably the most critical because it directed the efforts of all subsequent activities. A needs assessment involves determining what goals and objectives a program should try to achieve and how well they are being achieved. This kind of information is necessary in deciding what problems exist that will require new programs or modification of old ones. Thus, the basic purpose of a needs assessment is to identify the major problems.

Conducting the Assessment

Although there are a number of procedural differences in conducting needs assessments at different educational levels, the basic strategy is the same and is made up of the following four stages:

1. List the possible goals that might be involved in the needs assessment.
2. Determine the relative importance of the objectives.
3. Assess the degree to which goals and objectives are being achieved by the program; i.e., identify discrepancies.
4. Decide which of the discrepancies between present performance and objectives are the most important to correct.

Each school reviewed all available goals and objectives for each of the six project components (reading, mathematics, parent involvement, staff development, intergroup relations, and auxiliary services). Parents and staff members reviewed district goals as well as goals and objectives from the TREND needs assessment. Each school then prepared a goal and a set of objectives for each of the six component areas.

The task force at each school selected raters representing different interests and views. The opinions of each rater could be weighted. In some schools equal weight was given to the views of parents and teachers and this weight was twice that assigned to student raters. After weighting values had been established, objectives were ranked by the raters and the results were tallied and recorded.

To assess needs in the priority areas for all six components, the following types of indicators of performance were used:

Standardized achievement and ability tests in reading, mathematics, and language
Teacher-constructed achievement tests
Criterion-referenced tests
Diagnostic class and student profiles
Library circulation records
Teacher, parent, and student surveys
Teacher, parent, and student questionnaires
Attitude tests
Staff, parent, and liaison observations
Schedules of nurse, psychologist, and counselors
Health records
Student attendance records
Drop-out records
Ethnic survey

Free lunch program records
Parent advisory committee and PTA attendance records
School inventories

Many of the surveys and questionnaires were developed by the school task force with assistance from the Title I evaluator and central office personnel. The data collected, both anecdotal and statistical, clearly identified the discrepancy between what was and what should be.

In deciding which of the discrepancies should receive priority in treatment, the schools considered the following:

1. The final results of the ranking of objectives by staff, parents, and pupils
2. Needs-assessment data that revealed the discrepancy between actual and desired performance
3. The size of the discrepancy between actual and desired performance levels on each objective
4. Availability of resources for implementation
5. Feasibility of implementation

Once priorities were established for the objectives, a comprehensive plan was developed to meet these objectives. Program planning and evaluation design followed the needs-assessment phase.

The key to this successful development of a consolidated application was in the detailed organization of a highly structured inservice program for parents and staff members who were to be responsible for the preparation and implementation of the application.

Setting Priorities for the Consolidated Application

Hacienda La Puente Unified School District
Earl W. Denton, Superintendent
Gus Steiner, Compensatory Education Project Director

The Hacienda La Puente Unified School District, located in the eastern part of Los Angeles County, has an enrollment of 30,000 pupils in kindergarten through grade twelve. Approximately one-third of these pupils are Mexican American.

In 1972-73 the Title I project involved approximately 1,400 pupils in six public schools and one nonpublic school. The project, which involved 24 teachers and 65 instructional aides, was made possible by an entitlement of $633,513.

Identifying Needs

Early in the school year, the Right to Read task force presented its needs-assessment model to the district. This procedural format, together with some of the elements incorporated from the Oakland Unified plan, provided a vehicle that could be used to assess the needs of the district. When the most significant elements were extracted from both plans, parents and organizations in the community were asked to supply the necessary data for compilation.

Within the district office, data concerning psychological services, health and welfare services, and standardized test results were requested from the guidance department. The adult education department provided data on the educational levels of the adults in the community. The attendance department offered data on absenteeism, number and rate of dropouts, ethnicity, and mobility factors. The cafeteria office staff provided free lunch data. The personnel department shared its information regarding the ethnic breakdown of school employees.

Assessing Needs and Setting Priorities

After the significant data were collected and assembled, a meeting was held to place the identified goals in order of priority. This was accomplished in the following steps:

1. After a brief introduction of the needs-assessment process, the participants were divided into small groups containing the administrator, resource teachers, two classroom teachers, representative parents, and instructional aides from each of the Title I schools.
2. Each group received a data sheet containing the following information obtained from district and community sources: school enrollment by grade level; AFDC data; transiency rate determined by number of pupils transferring out during the school year; reading scores showing the percent of pupils falling below quartiles one and two; and a survey of ethnicity of certificated and classified employees of the district as well as of

pupils attending the schools for the previous four years.

3. Each group was asked to discuss the six components of the project using the following questions: (1) What is occurring at your school today? (2) What would you like to see occurring?

4. Following this discussion, each person was given a packet containing 16 goal strips and three small envelopes numbered one to three. Goals considered highest in priority were to be placed in envelope number one; those of lowest priority were to go in envelope number three.

5. Before dismissal each person was asked to perform this same goal-ranking exercise with one other person from his school. The resultant ranking was to be listed and returned to the building administrator in one week.

As time was a factor in determining the extent to which ongoing assessment could occur, school-level committees continued the procedures. Goal statements were written and ranked by representative residents and staff.

From these data the district task force obtained not only the priority ranking needed for its project application, but each school obtained relevant information in all component areas from a cross-section of parents and school personnel.

Consolidated Programs: Assessment of Needs

Simi Valley Unified School District
Walter J. Ziegler, Superintendent
Shayle Uroff, Compensatory Education Project Director
Jack Garvin, Coordinator, Elementary Curriculum

The Simi Valley Unified School District is situated in the southeastern portion of Ventura County and consists of two high schools, four junior high schools, and 24 elementary schools with a total enrollment of 24,000 students. Its school population has more than doubled during the past decade. The district is currently operating a Title I program at five elementary schools serving some 600 pupils. The Title I budget is $217,000. The early childhood education program will be carried out in three elementary schools serving 287 pupils. In 1973-74 the total anticipated budget for the district's compensatory education program, including Title I, early childhood education, Miller-Unruh, vocational education, and Title II, Phase I, will be approximately $450,000.

The Simi Valley Unified School District utilized the results of this needs assessment to plan its early childhood education, Miller-Unruh, and Title I programs. The district intends to integrate the three programs to maximize their impact on the elementary school population.

Processing the Collected Data

The needs assessment of the district's elementary program would not have been possible, within the time constraints of the consolidated application, without the help of the district's data processing department. The district's computer capabilities consist of a Burroughs 3500 computer with variable tasking capabilities which allow several programs to be processed simultaneously. Achievement test scores on all pupils are stored and can be retrieved in almost any configuration. There are prepared programs to gather, process, analyze, and print information collected by the district-prepared questionnaires and opinion surveys.

The needs-assessment task force reviewed the guidelines developed by the State Department of Education, and a subcommittee was formed to work on the needs-assessment component. With the information provided by the technical assistance team from the State Department of Education, the instruments for gathering the data were finalized and sent out to school staff personnel and parents.

The needs-assessment data were assembled into four general areas: student profile, health, community profile, and staff profile. Achievement scores in reading and mathematics were retrieved from the pupil information bank and recorded by grade level and quartile grouping for each elementary school and for the district as a whole. The data were further refined to allow for the recording of subtest scores from the standardized tests in order to pinpoint specific instructional needs.

Using Questionnaires

Needs-assessment data on pupil behavior and attitude were gathered by means of a teacher-constructed questionnaire. Approximately 20 percent of the district's 14,000 pupils in kindergarten through grade six were sampled in this manner. The questionnaire provided valuable information on the affective domain of the sampled pupils.

Health needs were assessed by the coordinator of health services who gathered the necessary information with the aid of the nursing staff. The data were reported on the basis of the percentage of pupils with one or more health problems.

The community profile was developed with information obtained from a parent survey questionnaire sent to 14,000 parents. Approximately 45 percent of the questionnaires were returned and processed by the data processing department.

Information on the attitudes and competencies of the elementary school teaching staff was obtained from a representative sample of the staff by means of a district-prepared questionnaire given to 35 percent of the kindergarten through grade six staff. Returns were received from 100 percent of the sampled group, providing the school district with data concerning the degree of individualization of instruction, inservice needs, and other areas of instructional concerns.

As the district-prepared questionnaires and surveys were returned, they were quickly processed through the computer, and printout reports were provided by school as well as by district. When the schools involved in the program were identified, the individual school needs-assessment data were utilized in developing local school plans.

The development of the needs-assessment data has provided school personnel with valuable information for planning an effective educational program for all elementary pupils.

The Needs-Assessment Process

Goleta Union Elementary School District
Robert Welling, Superintendent
Peter B. FitzGerald, Assistant to the Superintendent
Robert Olson, Project Research Analyst
Dale Merrill, Compensatory Education Project Director

The Goleta Union Elementary School District, located in Santa Barbara County, is a decentralized district comprising 13 elementary schools, kindergarten through grade six, with an enrollment of 6,921 pupils. The district employs a total of 591 certificated and classified personnel and has a teacher-pupil ratio of 1:27.

The Goleta Union School District maintains a variety of programs at each of its schools to meet the unique needs of the community. One district school is a Title I target school; another has an exemplary Title II, Phase II, media resource center; and a third will implement an early childhood education program for the next school year.

In preparing the 1973-74 consolidated application for state-funded programs, the district had the opportunity to review its process of determining the needs of its pupils. It became apparent the assignment would be broadened to include other demographic data and information relative to staff and community needs and expectations.

Gathering Uniform Data

In order to complete the application on time, a systems plan was devised. A task force approach was selected as the most desirable method to accomplish the task. A team composed of Miller-Unruh teachers, building principals, central administrative staff, and classroom teachers was formed to identify as much objective data as possible. Initial identification was accomplished in terms of pupil data in the cognitive areas, particularly information that was available on mandated tests. Data were to be uniform throughout the district so that schools could be ranked.

Psychological, speech, and health service personnel supplied data in terms of the number of pupils with identified disorders in any of these areas. These personnel were also asked to identify those areas that would most adversely affect learning. This information was later used to establish a ranking of schools based on need. The health department supplied information on physical dis-

orders, hearing, and child study programs. This department also provided the number of children involved in the free lunch program. The speech department supplied information on the number of children with language disorders at each school. Vandalism reports on each district school were studied in an effort to gather information on pupil attitude toward a building in a particular location.

The assistance of the Miller-Unruh teachers and building principals was invaluable. Each principal was asked to supply, in a relatively short time, information on enrollment, mobility, and parent involvement in education. Each principal also was asked to make an assessment of staff inservice needs. Staff inservice needs were broken down into mathematics and reading, attitudes, and ability to diagnose, for both primary and intermediate teachers.

An interim district advisory committee composed of parents from each of the 13 schools and two Miller-Unruh teachers was formed to take part in reviewing the assessment and in ranking district goals that had been established in 1969. The parent group indicated that reading and mathematics should be given top priority. The certificated staff in the district was surveyed using the Delphi technique to determine areas of greatest need. This survey also showed that reading and mathematics should be the top priority programs; these data, along with the parent/community information, were used by the district task force to assign priorities.

The Miller-Unruh teachers assumed responsibility for gathering data on mathematics for all pupils in kindergarten through grade three and arranged these data in quartile scores for use in the assessment. For the first year, a random sampling of pupils was used and the data were collected and turned in by each school.

Evaluating the Information

When the data were identified, the committee met and assigned individuals to collect and return the data to the district office for analysis and incorporation into an overall needs assessment.

Approximately 48 bits of information common to all 13 schools were collected. The information was studied, and percentages were given especially in the area of the number of pupils reading in the lowest quartiles. Once this was done, each school was ranked from one to 13 with one being the school of greatest need.

As soon as the data were complete and tabulated, the task force met again to determine which areas were most relevant to the ranking of schools. Auxiliary personnel assisted here by indicating which items of information they felt were most important. The ten broad items that were used in the final ranking of schools were the following: (1) AFDC count; (2) reading; (3) mathematics; (4) health (hearing); (5) speech (language disorders); (6) bilingualism; (7) pupil mobility; (8) ethnicity; (9) free lunches; and (10) absenteeism. Two schools ranked very closely as schools of greatest need, and the ultimate selection was made using the ranking at the first quartile in reading.

Perhaps the most valuable factor in this needs-assessment program has been the necessity for uniform test data and information throughout the district. This requirement has produced considerable dialogue among support personnel, staff, administration, and parents, and has helped create a team approach. This analysis of data has brought about the use of a common test throughout the district so that data collection will be easier and will have a broader base.

The most beneficial aspect of this preliminary assessment has been the creation of a better environment for improved diagnosis of needs so that the district can more effectively meet the needs of its pupils.

Parent Needs Assessment: A Positive Tool for Educational Planning

Monrovia Unified School District
William E. Lacey, Superintendent
Roger Harrel, Compensatory Education Project Director
Joy Berger, Title I Coordinator
Melvin L. Baughman, Principal, Plymouth Elementary School
Gael Ware, Title I Program Advisor

The Monrovia Unified School District, located in a suburban area of Los Angeles County, presents a unique situation for the use of district and local school needs assessments. The district is in its third year of implementation of a desegregation plan. A part of the plan called for transfer of its compensatory education efforts from one Title I target school to a greater number of nonsaturated schools. The 1972-73 Title I grant for the 713 project participants in four elementary schools was $237,799.

Individualized instructional programs are the focus of all project activities. Criterion-referenced assessment systems have been developed in mathematics and reading readiness. The district has conducted an extensive program in staff development in the areas of prescriptive and diagnostic teaching.

Parent Needs Assessment

In the Monrovia Unified School District, parent needs assessment is considered to be a positive tool. Experience at Plymouth Elementary School, where the district's first parent needs assessment was conducted, strongly supports this point of view.

Because the Title I project population at each Monrovia school comprised only about one-fourth of the total enrollment, the needs assessment had to be one that considered not only the needs of the educationally disadvantaged pupils but those of all of the children enrolled at Plymouth.

A parent survey was conducted to assess the attitude of parents regarding the school and the education their children were receiving. A 41-point instrument was developed that would serve as an index of the way in which parents perceived the school.

One section of the survey asked parents to make written comments on the strengths and weaknesses of their school. Over 600 comments were made. Forty percent of the surveys were returned.

Educational Planning

The information received from the parent needs assessment has been incorporated in preliminary plans for the next year. Results have been referred to the principal's advisory committee. Among the activities planned to meet needs expressed by parents are a child care program to be provided for parents who volunteer as classroom aides, an intensified parent education program to be sponsored in cooperation with the Title I parent advisory committee and the PTA, and a continuing emphasis on individualized instruction for all pupils.

Parent needs assessment at Plymouth Elementary School has proved to be a positive tool for educational planning.

Needs Analysis for a Cooperative Project

San Mateo County Office of Education
J. Russell Kent, County Superintendent of Schools
Don E. Halverson, Assistant Superintendent, Planning and Development
Nelson C. Price, Planning Associate
Bobbie Batchelder, Compensatory Education Project Director

San Mateo County with its 24 school districts is located on the San Francisco peninsula and covers approximately 454 square miles. The 1972-73 Title I cooperative project comprised seven of these districts, all of which met the criterion of having less than a $25,000 allocation from compensatory funds. During the school year, 211 students were served by the project at a cost of $449 per pupil

NOTE: The needs-assessment procedures are set in regular type; the goal-setting procedures are set in italics. If goals have previously been set, the italicized procedures may be deleted.

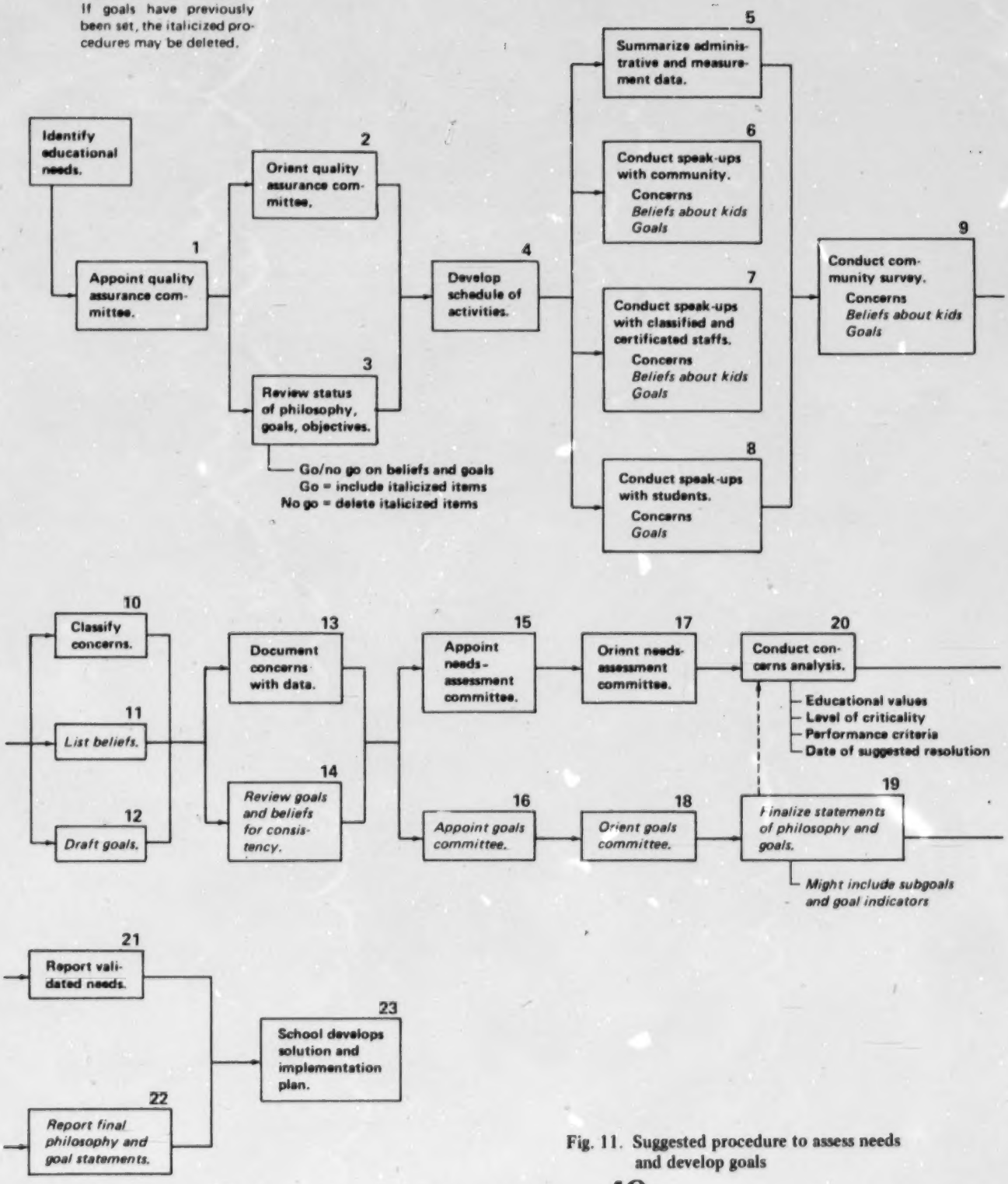

Fig. 11. Suggested procedure to assess needs and develop goals

and a total project allocation of $94,684. Four districts budgeted a teacher's salary with their funds, whereas the other three designated their funds for teacher aides.

A needs assessment was submitted with the project application depicting a composite of needs from each of the seven districts; however, each district was responsible for conducting its own needs assessment with assistance from the San Mateo County Office of Education at no cost where requested.

The planning and development staff of the San Mateo County Office of Education provides orientation in conducting needs assessments to any district in the county. A brief overview of the recommended procedures regarding needs assessment is presented in the following narrative and flowchart opposite.

Point of View

Needs assessment is a process of obtaining and analyzing information that can then be used in decision making. A need is by definition the difference between "what is" and "what ought to be." It therefore follows that the goals of education, which express "what ought to be," must be utilized as a comparison to the present status or "what is." These goals can be developed prior to, or in conjunction with, a needs assessment. A needs assessment therefore helps to identify those aspects of education that should be given most urgent attention.

An assessment can be made of the needs of pupils (i.e., better communication skills, vocational skills, and the like) or of the needs of the institution (i.e., smaller classes, more classroom space, and the like). The latter, however, is more properly termed an institutional needs assessment. The assessment may be simple, such as an opinion survey, or it may be complex. Unrefined needs assessments tend to result in meaningless and even detrimental conclusions. Complex needs assessments are expensive and time-consuming. What is needed is a process tailored specifically for the needs and resources of the individual school and district; it should be technically sound and within the financial capability of the school.

The process described here is such a needs assessment. It can be completed at a cost as low as $500 and within a period of 90 days if outside assistance is kept to a minimum and a high priority is given to its completion.

Needs-Assessment Procedure

A suggested procedure for the identification and subsequent resolution of needs is illustrated in Fig. 11. More detailed descriptions of the steps in this needs-assessment process are as follows:

1. Appoint a steering committee of about six to eight persons composed of committee members and staff members who will provide leadership and overall coordination.
2. Orient the school committee to the total task including: (a) purpose and concepts of a needs assessment; (b) key implementation tasks to be performed; and (c) responsibilities of the committee.
3. Review status of goals and objectives of the district. If these are adequate, it will probably not be necessary to develop additional goal statements. If the goal statements are inadequate, it is possible to develop goals at the same time as needs are assessed. If the committee chooses not to develop goals, however, some value statements must be developed during the process; otherwise, a need cannot be identified.
4. Develop a tentative schedule of needs-assessment activities including individuals and groups to be contacted, dates, times, responsibilities, and the like.
5. Summarize administrative and measurement data already in the district files in regard to standardized achievement and other pupil personnel data pertinent to anticipated concerns.
6. Conduct speak-ups (planned meetings in which groups of individuals indicate their concerns in relation to student needs) with members of the community and parents. In the event that the development of goals is part of the needs-assessment procedure, goal information can be obtained from the same groups as concerns.
7. Conduct speak-ups with classified and certificated staff members.
8. Conduct speak-ups with students.
9. Develop a survey instrument based on data obtained in steps 6 through 8. Distribute questionnaire to members of the community. Use the survey information with data obtained in steps 5 through 8 in the documentation of concerns. (See Step 13.)
10. Classify concerns obtained from the various speak-ups.

11. List the beliefs obtained from the various speak-ups, and summarize as appropriate.
12. Summarize the goal statements obtained from the various speak-ups.
13. Document concerns with the data obtained from Step 5 and the speak-ups.
14. Review belief statements and goal statements, and make certain there is consistency between them.
15. Appoint a needs-assessment committee, composed of 30 to 40 members of the community. Representation should be included for factors such as ethnic background, sex, age, and the like. This is a crucial step. Representation on this committee must be appropriate.
16. Appoint a goals committee, which, like the needs-assessment committee, should be composed of a cross-sectional grouping of members of the community.
17. Orient the needs-assessment committee to its responsibilities, including ground rules for its operation; e.g., no statements about individuals, open climate so all can be heard, and no judgments.
18. Orient goals committee as to its responsibilities, including ground rules for its operation.
19. Finalize statements of philosophy and goals. The goals committee should utilize the goals and beliefs developed by the speak-ups and finalize the statements of both the philosophy and goals. Depending upon the desire of the committee, subgoals and goal indicators might also be developed. These statements should be made available to the needs-assessment committee for consideration in the concerns analysis.
20. Conduct a concerns analysis. This involves taking the classified concerns with all the summarized data plus the goal statements and agreeing on the educational values, level of criticality, performance criteria, and date of suggested resolution.
21. Report the validated needs to the school for development of solutions.
22. Report the final philosophy and goal statements to the school for action.
23. As the needs assessment is only the first step in the problem-solving procedure, the school should then develop a procedure for determining alternative solutions, selecting the "best" solution, obtaining the necessary approvals and resources, and implementing the solution.

Needs Assessment: A Continuing Process

Yuba City Unified School District
Andros Karperos, Superintendent
Paulla Hyatt, Compensatory Education Project Director

The Yuba City Unified School District conducted a comprehensive needs assessment of its educational program from the standpoint of pupils, staff, parents, and community. One phase of the district's assessment consisted of administering tests in reading and mathematics to all of the pupils in two target schools. A person from the community was trained and hired to supervise the testing. An effort was made to provide standardized procedures in all testing. This same person interviewed each staff member and selected parents at the two schools. An attempt was made to locate problems and pinpoint areas that needed improvement. Because the interviews were conducted by a trusted person from the community and were reported to the school anonymously, the effort to identify needs as perceived by the educational staff was an objective one.

Evaluating Goals

The district conducted a survey of 572 parents, 588 pupils, and 89 teachers. They were asked to evaluate the district's goals in terms of how much progress the district had made in reaching them. These goal statements were simplified statements taken from the long and rather complex ones actually adopted by the school board. Four of the goals are listed in Table III, which gives the results by parent, pupil, and teacher.

The pupils consistently rated the district lower than did either the parents or teachers. Note especially the item, "Schools should help pupils feel good about themselves." Out of the 588 pupils sampled, 42.3 percent felt the district had failed in this area and only 13.3 percent could report seeing much progress.

TABLE III

Results of School Progress Survey

	Little or no progress toward reaching goal			*Much progress toward reaching goal*		
	Parent	*Pupil*	*Teacher*	*Parent*	*Pupil*	*Teacher*
Schools should help pupils adapt to change.	16.9%	28.6%	25.0%	11.4%	9.5%	11.4%
Schools should help pupils learn to solve problems and make decisions.	22.7%	30.6%	27.3%	11.6%	15.7%	17.0%
Schools should help pupils gain basic skills in reading and mathematics.	18.9%	17.0%	22.4%	32.6%	34.7%	30.6%
Schools should help pupils feel good about themselves.	21.3%	42.3%	20.9%	17.1%	13.3%	18.6%

Achieving Parent Participation

The parents of project students at one target school were invited to a needs-assessment workshop. The idea for the workshop was adapted from one that was observed in Fresno County. The format has proved exceptionally helpful. In fact, several nontarget schools are considering using the same format next year.

The meetings were held in the multipurpose room of the school. Babysitting services were provided. This was an absolute necessity, because at one meeting the children outnumbered the parents. Participants sat around tables in groups of six, wherever they chose. Each table was covered with a large sheet of paper. A different colored felt pen was given to each group. Participants were asked to respond to a question, such as: "What kinds of experiences do you want your child to have in school next year?" They were given time to brainstorm the question. One person from each group was selected to write down all answers without any attempt to evaluate them. Translators were provided for Spanish-speaking parents. The translators wrote the Spanish or English equivalent next to the original statement. After 20 to 30 minutes the work was stopped and each group passed the paper they had been working on to the next table. This time each group was asked to assign a letter grade ranking the importance of each idea on the paper they had just received. They were encouraged to write anything else they wished. They were to reach a consensus, if possible, so a great deal of interaction occurred.

Papers were passed to new tables three times and evaluated by new groups. Finally, each paper was returned to its original table. The participants in each group had their ideas evaluated and/or commented on by three other groups. Then their task was to evaluate their own ideas, reach a consensus, and copy each idea on a 5 by 7 index card. The cards were categorized as they were turned in. More than 90 separate ideas representing six major categories were generated.

The highest number of cards turned in on one category reflected a need for affective education. Some sample comments were the following:

> I want you to keep my child or any child excited about learning.
>
> I want my child to be able to enjoy learning in school.

The next highest request, one for individualized instruction, was expressed as follows:

> I would like to see the children put in the level they belong instead of making them feel incapable and put down by another child's work.
>
> I don't want my daughter to become bored, or turned off, in school. Moving ahead at her own speed in an ungraded system would prevent that.

Participants were excited about the meeting. After refreshments were served and the meeting was adjourned, people stood around and talked in small groups for nearly an hour. The results were sent to all parents. A follow-up planning meeting was held to share implementation of ideas with the parents and to gain more feedback. After the first meeting many parents requested an additional

meeting. In this type of meeting, everyone can become vitally involved.

Other surveys and interviews were made regarding health and nutritional needs. Information already available in the district, such as data from ethnic surveys, was collected. The district conducted a career education inservice program wherein teachers visited local businesses. Material gathered during these contacts was added to the needs assessment. During the course of the data collection, reports were made to members of the advisory groups and teaching staff. They were asked to review the data and establish a priority ranking of needs to be met the following year.

Expenses were kept to a minimum. The only cost actually attributable to the needs assessment was $200 for a computer printout on the main survey. The printout provided a breakdown on each item by school and by teachers, parents, and pupils.

Needs assessment is a continuing process. The school must be sensitive to changing needs. Certainly, as goals are reached, others will move up on the priority list. Once people have responded, channels of communication must be kept open if the schools are to fulfill the needs of their pupils.

Establishing Priorities for the Educational Program

Fontana Unified School District
Eric Birch, Superintendent
James English, Compensatory Education Project Director
Jerry L. Richardson, ESEA Psychometrist
G. Keith Dolan, Project Evaluator

Fontana Unified School District serves a population of approximately 50,000 persons who reside in Fontana and the adjoining areas of San Bernardino County. The district has 15,000 pupils who attend 13 elementary schools, three junior high schools, one senior high school, a special education school, a continuation school, and an adult evening high school. The compensatory education project serves 30 preschool children in a multifunded center, 1,817 students in nine elementary schools, and 94 students in five nonpublic schools.

Adopting a Plan

In 1972-73 many funded projects were to be included in a consolidated application. Although the projects had many requirements in common, one of the most important of these was the inclusion of a needs assessment. To complete the required consolidated application, a plan was adopted that included the following phases:

Phase 1—Determine district concerns and goal priorities.
Phase 2—Determine local school concerns and goal priorities.
Phase 3—Identify related learner needs.
Phase 4—Establish related educational programs.

Phases 1 and 2 included the following procedures:

1. Examine district goals and objectives.
2. Assess all available standardized test data.
3. Develop and implement appropriate surveys for parents, staff, and pupils.
4. Assess survey data by district and by school.

In Phase 3 all of the available data were reexamined. This effort required the services of the ESEA psychologist and the project evaluator. The data were analyzed, given priorities, expressed as learner needs, and placed in the project.

In Phase 4 project implementation plans were developed by the project principals, the ESEA staff, and the district central office staff. The related educational programs were to be established by individual schools using the common goals and objectives of the project. Each participating school was to write its own educational plan.

During this process the local and district parent advisory groups helped in setting priorities for the needs expressed. The parent surveys were sent out to 100 parents selected at random from each of the 13 elementary schools in the district. Replies were received from 34 percent of the parents. The staff surveys were subjective in nature, and answers were received from a majority of the staff members. A school sentiment index was administered to pupils in kindergarten through grade six.

Establishing Priorities

Because there was not a great difference in the number of positive responses among the priorities expressed in the parent and staff surveys, project

programs were written to support each one of the priorities.

Parents placed their priorities in the following order:

1. School-sponsored "background experiences"
2. Health services
3. Centers for individualized reading programs
4. Centers for working on learning disabilities
5. Availability of school counselors
6. Availability of school psychological services; screening of kindergarten pupils
7. Planned family activities at school
8. Use of volunteer parents as aides

Members of the school staff listed their priorities in the following order:

1. Classroom aides
2. Reading specialists
3. School counselors
4. Instructional materials (particularly manipulative mathematics materials)
5. Psychological services
6. Parent volunteers (if properly trained)
7. Inservice training for teachers
8. Inservice training for parents
9. Inservice training for instructional aides

Pupil Concerns

The results of a pupil survey indicated that the pupils felt a need for their teachers to show more interest in the things the pupils did at home. This need was particularly evident in the intermediate grades.

The survey indicated a need for better classroom management because 60 to 80 percent of the pupils said they were distracted from their work by the activities of other pupils.

Most of the pupils seemed happy in their own classroom situation. There were some marked exceptions in certain grades at certain schools, perhaps indicating a personality or methodology conflict.

Pupils generally did not consider the classroom work to be too difficult. In all grades the pupils said their teachers were giving them sufficient help. However, many reflected the feeling that teachers do like some pupils more than others.

A positive response to "Do you like to come to school every day?" was significantly higher in the primary grades. Teachers in the intermediate grades need to consider this in developing a more enjoyable and productive climate in the classroom.

Needs Assessment Day in Fresno

Fresno Unified School District
Arnold Finch, Superintendent
William A. Hansen, Compensatory Education Project Director
Alan Harrison, Office of Planning and Research Services

The Fresno Unified School District has an enrollment of 54,715 pupils; of these, 20 percent have Spanish surnames and 10.9 percent are from other minority groups. The greatest number of minority pupils attend 20 elementary schools, four junior high schools, and two senior high schools.

The 1973-74 compensatory allotment for the Fresno Unified School District is $4,504,475, which will be distributed at the rate of $370 per pupil in 21 schools and at a lesser amount in schools that have the SB 1302 program only. A large percentage of the compensatory funds will be expended for instructional aides and materials to support the individualized reading and mathematics programs. The remaining funds will be expended on other aspects of the program that are determined to be of high priority by the needs survey.

Achieving Community Participation

To obtain as comprehensive a needs assessment as possible, a survey was made of parents, pupils, teachers, and representatives from community agencies. At each school a core group of persons from each of these areas was invited to participate in the program. A training session was held for parent facilitators who were to relieve school personnel as much as possible from primary roles in the assessment process. All interested members of the community were invited to participate. A Saturday was designated as a Needs Assessment Day. Groups of participants met at each school where they collectively determined needs and ranked them for their particular school. The sessions were conducted, whenever possible, by persons other than building administrators of the school.

The needs determination process was similar to that recommended by the State of California in its Education for the People Program. Participants were seated at tables located throughout the room. The session began with an introductory statement by the person selected to direct the meeting. Background information about the district and the school, including pertinent demographic data, pupil achievement scores, budget, and staffing was provided. Large sheets of paper were then distributed, and a recorder was selected for each table.

Participants at each table expressed concerns related to various aspects of the school and the educational process. Each of these concerns was recorded on the large sheet of paper provided and identified as having come from a specific table. After 20 to 30 minutes of this activity, comments were rotated from one table to another in an orderly fashion. Each table "graded" the comments of every other table. An "A" mark indicated a very important comment, "B" a moderately important item, "C" one of nominal importance, and "D" one of little importance. After each group had rated the comments of every other group, each rated its own items. A numerical value was assigned to each letter given for each item rated. An "A" was assigned three points, a "B" two points, a "C" one point, and a "D" no points.

Numerical values for each letter assigned to a comment were then combined to give a total numerical value for each of the items on the paper. These values were later used to determine the priority ranking of various items. Smaller sheets of paper were then distributed to each table. Each of the items listed was then written, one item to a sheet. Each separate letter rating for that item was written below the comment, and the total point value for the item was written beneath the letter rating. These papers were then compiled into several basic categories that served as a foundation upon which to make the final compilation.

Establishing Goals

The second phase of this process was the setting of goals related to determined needs. The procedure for this phase was identical to the one just described.

After the close of the session, a steering committee from each school edited and produced its own list of stated needs and goals. The needs of each school were submitted to the district office where they were combined by a district steering committee into a district statement of needs and goals. Surveys of needs at schools qualifying for compensatory funds were grouped separately and analyzed. A tally was made of those items that appeared most frequently and a priority number given each. These summarized statements together with information from pupil achievement tests, population surveys, health and guidance records, and various welfare agencies were used in producing the final needs assessment submitted in the district's consolidated application for funds.

Procedures for a Needs Analysis

Corona-Norco Unified School District
Charles S. Terrell, Jr., Superintendent
Margaret Rybicki, Compensatory Education Project Director

The Corona-Norco Unified School District is the second largest district in Riverside County. The district serves over 16,000 pupils in 16 elementary schools, four junior high schools, two senior high schools, one continuation high school, and one school for the severely mentally retarded.

Seven elementary schools and one nonpublic school were identified as Title I schools. The district received a Title I entitlement of $222,062 for the 1972-73 school year.

The rapid growth of the school population has accentuated the demand for continual assessment of pupil needs. Previous assessments had been done on an informal basis. However, the requirement of a formal needs assessment for the submission of the consolidated application form for Title I, SB 1302, and other state and federally funded programs spearheaded the need for a formal assessment involving teachers, parents, pupils, and members of the community.

A districtwide needs analysis study was conducted, and the collected data were compiled. The district adopted the definition and purpose of a needs assessment as outlined by the State Department of Education.

Implementing the Study

The district superintendent met with all administrators to discuss the definition, purpose, and implementation of the needs analysis study. The administrators received their local school tasks. Each school had the freedom to implement the needs analysis study in an individual manner, providing that all district guidelines were met.

District-level personnel, including the assistant superintendent of instruction, supervisor of secondary education, coordinator of elementary education, Title I director, and coordinator of special education, were designated as resource personnel to assist individual schools in conducting their study. District-level personnel were assigned the additional task of summarizing the collected data and disseminating related information.

District-level personnel met with individual schools as consultants to interpret, clarify, and offer recommendations concerning any aspect of the needs analysis. Emphasis was placed on securing district-level personnel for assistance, rather than communicating with other schools; this ensured the individuality of each school's final survey report.

Needs Survey

Each school was required to establish a needs assessment committee. This committee was made up of the principal and staff, plus a parent majority that was representative of the pupils. Each committee was assigned the following tasks:

1. Conduct surveys at the local school that include but are not limited to consideration of the following:
   - Analysis of district goals as they relate to each school's existing programs
   - Degree to which present standardized test scores reflect the level of pupil achievement
   - Special needs of pupils
   - Health and social service needs of pupils
   - Degree to which present educational programs emphasize an individualized, diagnostic approach for each pupil
   - Existing program of staff development and training
   - Present amount of parent and community involvement in programs and evaluation
   - Existing physical, financial, and human resources
2. Assess the needs of existing programs, and list in order of priority the school's recommendations for improvements, including new programs.

Sources of Data

The most common sources of data used were the following:

1. Standardized achievement tests
2. Locally developed criterion-referenced tests
3. Rating scales to assess attitude and interests of pupils, staff, and parents
4. Parent questionnaires
5. Staff questionnaires
6. Frequent individual or small-group interviews with pupils and parents
7. Attendance reports
8. Parent concerns as reflected at PTA meetings, school conferences, and Title I parent meetings
9. Social concerns as reflected by newspaper articles and editorials
10. Interviews with community representatives
11. Community questionnaires

Each school was given target dates for the submission of the following information:

- Progress Report 1—This report should give names of members of the needs-assessment committee, meeting dates, and task plans.
- Progress Report 2—This should describe the status of the needs-assessment study.
- Progress Report 3—This should present the final recommendations (in order of priority) of the needs-assessment committee.

The final report was to include the following:

Area need. Include the results of a survey analysis of district goals as they relate to the individual school goals.

Justification. Indicate the purpose of each recommendation, and include supportive information.

Estimated cost. Include "cost" of each recommendation as determined by committee or appropriate central office personnel.

Implementation schedule. Indicate actual timeline for completion of each recommendation.

Compilation of Data and Dissemination of Information

All assessment data from each school were submitted to the district superintendent. The information was reviewed, analyzed, and summarized. A thread of commonality was apparent in the priority needs of all grades, and a plan was developed to meet these needs.

The school board was kept informed during all stages of the needs assessment. Board members

received a detailed report of the final analysis. Information was disseminated through bulletins, staff meetings, and the local newspapers. The needs-assessment committee at each school received a report through the principal. The local school needs-assessment committee was responsible for informing the community.

The needs-assessment structure will and should continue as a systematic procedure for the evaluation and appraisal of all educational programs. Because this structure dictates the continual interaction of the school administrator, local school staff, parents, pupils, and community, it should promote a positive school image and lead to a true educational partnership that will benefit all concerned.

A New Approach to Parent Involvement

Pomona Unified School District
Robert E. Wentz, Superintendent
C. Joseph Barfield, Compensatory Education Project Director
Jim Follis, Coordinator, Title I

The Pomona Unified School District has an enrollment of approximately 21,000 pupils. The school population is 20 percent Chicano, 24 percent black, and 56 percent white. Individual schools vary in ethnic composition from Diamond Point, which is 93 percent white, to North San Antonio, which is 96 percent black.

In terms of community dynamics, the district has experienced a decade of conflict as the area has changed from a suburban and agricultural setting to an urban and industrial one. In the past five years, two district-developed desegregation plans (one developed internally and the other by an ad hoc citizens' committee) have been rejected by the school board at the urging of the general populace.

The district has been hampered by the loss of a bond election and three tax overrides during this same period. Approximately 10 percent of the district's budget is derived from compensatory education and special projects funded by the state and federal governments; during the 1973-74 school year, 21 of the district's 31 schools will receive some of these specially allocated funds. Compensatory education funds have enabled six elementary schools to initiate individualized instruction. Five elementary schools will be added to the program in the next school year.

A special projects office has been created to concentrate on solving specific problems of the target population.

Planning for the Needs Assessment

Initial planning for the 1972-73 school year was based on the results of an internal needs assessment and special studies performed by the district. The success of this planning, based on the limited data available, was a major factor in the determination to develop a comprehensive needs assessment for 1973-74 planning.

Development of the instrument to be used was begun by involving a committee of parents who worked with the staff of the special projects office to establish goals and objectives with particular emphasis on the needs of students. The selections for the committee were made at each school by the principal in cooperation with the PTA, parent advisory committee, or other elected parent group.

The first meeting of the committee included a briefing of existing special programs, the general education plan of the district, general information about all schools including educational need, socioeconomic information, level of parent involvement, and any special innovations at the school. Copies of previously determined district goals were distributed; the participating parents could add other goals.

The second meeting of the parent group was held to set priorities. The list of priorities was adopted by the committee and sent to each school for additional group discussion and feedback.

The third meeting was utilized by parents and the special projects staff to develop a parent questionnaire, based on the final list of goals. This questionnaire was then published and distributed by each school. Some schools were able to send questionnaires to all parents; others used a random sampling technique, depending on the number of available parents. One school had a 90 percent return, and no school showed less than a 20 percent return. Parent committees at each school then tabulated the results of the questionnaires to develop priorities on each component for the individual school.

In the second phase of the needs assessment, which was carried on simultaneously with the first phase, teachers in each of the compensatory education schools completed a needs-assessment survey form in each of the six component areas. The teachers then placed the results of this survey in order of priority.

The third phase of the needs assessment was a survey of the bilingual pupils. All pupils who spoke Spanish, had a Spanish surname, or who were known to come from a family whose mother had a Spanish surname were assessed by a team of trained bilingual interviewers. Through a series of questions, determination was made as to the specific needs of these pupils. Determination was made as to basic language for speech, basic language for reading and writing, basic language for conceptualization, and degree of bilingualism.

Developing Priorities

Finally, the results of all three phases were used to develop program priorities for each school, process and product objectives for each school and for the total project, and component priorities based on known needs. This development was accomplished using the three phases of needs assessment, results of internal evaluation reports, and data from standardized tests. These were developed in sessions with parents, teachers, and the principal at each school.

The involvement of parents and teachers in the needs assessment on a formal basis had several major advantages. Placing the needs in order of priority eliminated much of the haggling over "how much money went where." Of even greater importance, both parents and teachers were involved in all phases of program development. As a result of this process, there is a well-informed nucleus of parents who have a knowledge of the program and program guidelines. They also have a feeling of pride in seeing their own program being implemented. Each school is staffed with teachers who are cooperatively working on a program that is specifically designed for their pupils. Finally, and perhaps of greatest importance, there is a cooperative partnership between school, community, and central office as they go about the task of improving reading and mathematics scores.

Needs assessment is not just a tool for program development; it is a viable instrument for meaningful parent involvement.

The System Approach to Needs Assessment

Redondo Beach City Elementary School District
E. Ross Harrington, Superintendent
Helen P. Colwell, Compensatory Education Project Director

The Redondo Beach City Elementary School District has 16 schools with a combined enrollment of approximately 8,500 pupils.

The district's 1972-73 Title I entitlement was $183,645 for 544 educationally disadvantaged pupils who were served in three unsaturated schools. Evaluation of the project indicates that the mean growth in reading was more than 2.1 months growth per month and that there was more than a 30 percent shift from the lower quartiles in mathematics.

The district's Title I advisory committee assumed the responsibility for conducting the needs assessment. The committee was augmented to include representatives from all schools in the district and additional community members. The ad hoc committee included parents from all socioeconomic levels and ethnic groups, teachers, aides, principals, administrators, a nurse, a psychologist, and a school board member. Redondo Beach city government, service clubs, and industry were also represented.

Accumulating the Data

The elements of a needs assessment were delineated at an orientation meeting, and subcommittees were appointed to fulfill specific responsibilities. Tasks to be accomplished were to develop a student profile on a school-by-school basis and then formulate a district composite, prepare a staff profile, and accumulate a complete community profile. Each subcommittee first determined the component parts of each profile. The pupil profile included areas of both academic achievement and pupil attitudes. The staff profile encompassed an assessment of teacher knowledge and skills, as well as staff attitudes. The community profile related to such areas as the socioeconomic levels, parent and

staff ethnic composition and cultural backgrounds, family size, employment status, parent educational background, and the like. School and district staff members served as resources for all subcommittees. The next step was to determine what data were already available. When it became apparent that no data were to be found, survey instruments were developed by the committees to extract the needed information from the appropriate segments of the community. Some of the instruments that had to be developed were surveys to determine staff deficiencies; a parent-community survey to determine community knowledge concerning categorical-aid programs in operation within the district; a language-dominance survey for children, parents, and staff; and parent attitude surveys concerning the educational program.

When specific tasks were completed, subcommittees brought the information back to the total group for analysis. The ad hoc committee decided to use the district goals and objectives that had been developed by a community task force during the preceding two years. The data concerning the present situation were compared with these goals and objectives to determine areas of deficiencies, which were then listed as needs. The final step in the needs assessment was that of prioritizing. This was done by the total committee since it was representative of all segments of the community.

A "forced choice" technique was used to limit the needs to those considered critical. Critical needs were then ranked in order of importance by comparing the amount of deviation from the stated goal or objective.

Parent and community representatives worked side-by-side with professional personnel as they endeavored to establish the true needs of the community. This was not the first time that such a system approach had been used. The tasks could not have been so readily accomplished without the training that parent, staff, and community representatives had previously received.

Using the System Approach

Several years ago the district administrators, coordinators, and psychologists were trained in the use of the various components of the system approach, including delineation between goals and objectives, needs-assessment procedures, exploring alternatives and resources, system synthesis, implementation, monitoring, evaluation, and feedback systems. An innovative program funding project was begun in order to provide individual buildings with additional funds on a research basis. Within this concept, any building staff could gain funding for any worthwhile project if the planning involved the entire staff. As a result, a number of interesting programs were developed but, more importantly, building staffs could realize the benefits of system planning in terms of programs, equipment, and new approaches. As the various staffs applied for funding within a system planning context, they gained experience with needs assessment. They also learned to write behavioral objectives and evaluate programs in relation to expressed objectives.

Another project that developed the notion of a system approach was that of community goals development. Not only were goals developed that had the combined approval of the district personnel and the community, but the planning involved the use of system management. Over a period of two years, a step-by-step approach was used to establish the eight goals that now provide the direction for educational emphasis. Throughout this process educational leaders experienced a deeper appreciation of the benefits of system planning. Much time was spent with the administrative staff to develop skills related to the program planning and budgeting system (PPBS). Because this concept is system format oriented, the overall notion of PPBS was not difficult to grasp. The bigger problem was that of determining the specifics of the concept and applying them to district programs. However, it was interesting to note that, as the Stull Act came into being, energies directed toward resolving the PPBS concept were diverted toward determining pupil achievement primarily in the form of behavioral objectives. The entire certificated staff of the district received permission from the board of education to have one minimum day per week for an entire semester for Stull Act planning. Instructional programs were analyzed and objectives were formulated on an individual basis, for each building, and at the district level. Each member of the certificated staff thus became personally involved in the nature of instructional objectives and the part they play in the total system concept.

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